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CAUT ACPPU
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Toronto & Western Break Ranks to Sign Access Copyright Deal

THE universities of Western Ontario and Toronto have signed a deal with Access Copyright that allows for surveillance of faculty correspondence, unjustified restriction to copyrighted works and two million dollars in fees that will be passed along to students.

The agreement reached last month with the licensing agency includes provisions defining e-mailing hyperlinks as equivalent to photocopying a document, an annual $27.50 fee for every full-time equivalent student and surveillance of academic staff email.

CAUT executive director James Turk described the news as incredulous.

"Western's and U of T's actions are inexplicable," he said. "They have buckled under outrageous and unjustified demands by Access Copyright at a time when not only have the courts extended rights to use copyrighted material, but also better alternatives are becoming available to the services Access Copyright offers and just before passage of new federal copyright legislation that provides additional protections for the educational sector."

He also noted the deals undermine efforts underway at universities and colleges nationwide to develop fair new models of scholarly communication and to reach principled copyright arangements with authors and publishers.

See TORONTO & WESTERN Page A7 →

– PHOTOS: BALDEN/AAT –

New Access Copyright agreements have been signed at Western Ontario (above) & Toronto (inset).

Les universités de Toronto et de Western Ontario capitulent devant Access Copyright

L'UNIVERSITÉ de Western Ontario et l'Université de Toronto ont chacune signé avec Access Copyright une entente qui autorise une surveillance de la correspondance du corps professoral, impose des limites injustifiées à l'accès aux oeuvres protégées par le droit d'auteur et entraîne des frais de deux millions de dollars, à refiler aux étudiants.

Les ententes conclues le mois dernier avec l'agence responsable des licences de reproduction stipulent que la mention d'hyperliens dans un courriel constitue une photocopie d'un document, imposent des frais annuels de 27,50 $ par étudiant équivalent plein temps et prévoient la surveillance du courrier électronique du personnel académique.

Pour le directeur général de l'ACPPU, James Turk, la nouvelle est tout simplement « incroyable ».

« Je ne m'explique pas les décisions prises par les universités de Western Ontario et de Toronto », déclare-t-il. « Celles-ci ont cédé aux demandes extravagantes et injustifiées d'Access Copyright à un moment où non seulement les tribunaux élargissent le droit d'utiliser du matériel protégé par le droit d'auteur, mais où des options plus intéressantes voient le jour pour remplacer les services d'Access Copyright, et juste avant l'adoption par le gouvernement fédéral d'une nouvelle loi sur le droit d'auteur qui offre des garanties supplémentaires au secteur de l'éducation. »

Il souligne également que les ententes minent les efforts entrepris par des universités et des collèges d'un océan à l'autre en vue de définir de nouveaux modèles équitables de communication savante et de négocier avec les auteurs et les éditeurs des accords sur le droit d'auteur qui satisfont toutes les parties.

Dans les prochains mois, la Cour suprême du Canada devrait clarifier la question de l'utilisation à des fins éducatives d'oeuvres protégées par le droit d'auteur. Sa décision pourrait affaiblir la position de négociation d'Access Copyright. De nombreuses universités ont choisi une approche diamétralement opposée à celles des universités de Western Ontario et de Toronto, mettant fin à leurs relations avec l'agence ou s'opposant à ses demandes devant la Commission du droit d'auteur du Canada.

« Ces deux universités ont jeté l'éponge alors que la bataille du droit d'auteur ne fait que com-

Voir TORONTO ET WESTERN à la page A8 →

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2705, promenade Queensview Drive
Ottawa (Ontario) K2B 8K2
Tel: 613-820-2270 / Fax: 613-820-2417
duhaime@caut.ca

President / Président
Wayne Peters

Executive Director / Directeur général
James Turk

Managing Editor / Rédactrice en chef
Liza Duhaime

Advertising / Publicité
Rosa Laboccetta (ads@caut.ca)

Circulation / Diffusion
Nicole Gagné (gagne@caut.ca)

Graphic Design / Graphisme
Kevin Albert

Editorial Board / Comité de rédaction
Wayne Peters — James Turk
Penni Stewart — David Robinson
Anver Saloojee — Liza Duhaime

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COMMENT OPINIONS

LETTERS

Embarrassed by 'drivel ... poppycock'

After reading "Indigenous Knowledge Can Enrich Our Campuses" (President's Column, *Bulletin*, January 2012) my emotions shifted from incomprehension and disbelief to utter embarrassment.

We learn from Kwakiutl law professor Maxine Matilpi and Wayne Peters that "Indigenous knowledge is embedded within a sense of community. It is gained and passed on by doing. It is experiential, embodied, recursive, fun, and in the presence of elders." Could they perhaps explain what any of these claims means? "It also encompasses, in a holistic way, a respect and appreciation for the metaphysical world tied closely to the physical one." What are we scholars at universities supposed to learn when we are instructed by an engineer to gain insights into the metaphysical world by a holistic method?

Truly baffling and scary is the request that "a full-scale transformation in thinking is needed so that indigenous knowledge is seen to come from a position of strength." What does it mean that my training and my career as a scholar require a "full-scale transformation in thinking"? Is it to accommodate the raven or bear? It boggles one's mind to realize that a contemporary academic, let alone the president of CAUT, dares prattle such drivel.

"Promoting and advancing the foundations of indigenous knowledge is ... a significant act of empowerment by aboriginal people." Has our president never read a single university mission statement to know that the university's function is to research and to disseminate knowledge, not to empower privileged social or racial groups? Women's departments, of course, are guilty of the same betrayal of the university's mandate. Empowerment, he should know, is the mandate of political parties, lobbyists and unions.

If any upcoming president's column prints one more sample of such unmitigated poppycock, I want CAUT to mercifully drop my name from its membership. Political correctness is indeed a grotesque abuse of the mind.

Heinz Klatt
Professor Emeritus of Psychology
King's University College
University of Western Ontario

CAUT replies

Recognizing indigenous knowledge in the academy is meant to start another dialogue that can lead to new insights and understandings. It is not meant to replace knowledge and methodologies which come to us through a western path of reason, logic and inquiry. It is meant to add to it.

Why would we ignore the accumulated knowledge of peoples who have learned to survive in difficult environments? Indigenous knowledge is built on a foundation of a close observation of nature and patterns over centuries. This gives it an empirical base but it does not make any claims about universality. Spirituality, in an indigenous sense, enhances understanding rather than limits it.

CAUT's policy statement on equity states: "Diverse substantive contributions to knowledge must be welcomed in the university or college. Diversity demands representation of difference in terms of vision, values, cultural mores, methodologies and epistemologies in critical analysis."

CAUT's role is not to question the merits of any particular body of knowledge; its commitment is to ensure that we are always creating the space within the academy for it and its supporters to exist. Comments like those expressed by Professor Klatt only serve to underscore just how much work we still have to do.

Wayne Peters
President, CAUT

COMMENTARY

Iran Jails Bahá'í Educators, Calling Their Canadian Degrees Illegal

By DEBORAH K. VAN DEN HOONAARD, PIERRE-YVES MOCQUAIS, NIKY KAMRAN, REOWAN MOQBEL, CLAIRE LAPOINTE, DAVID R. SMITH, WILL C. VAN DEN HOONAARD, LISA DUFRAIMONT, LYSE LANGLOIS, ALBERT M. BERGHUIS, W. ANDY KNIGHT & MICHAEL POWER

FOR more than a decade Canadian universities and professors have played a quiet but essential role in providing graduate education to Bahá'í students banned from university in Iran because of their religion. Now, the Iranian government is declaring their Canadian degrees "illegal." They are also imprisoning Bahá'í faculty and staff involved with a community initiative known as the Bahá'í Institute for Higher Education (BIHE), set up in 1987 after the Iranian government fired all Bahá'í professors and expelled Bahá'í students from post-secondary institutions.

In 1998 Carleton University began accepting Iranian Bahá'í graduate students who had completed the equivalent of an undergraduate degree at BIHE. Based on the exceptional academic performance of the first few BIHE students other Canadian universities admitted BIHE graduates to pursue Master's and PhD degrees. These include the University of British Columbia, Simon Fraser University, the University of Manitoba, Queen's University, the University of Ottawa, McGill University and Concordia University.

– PHOTOS: BAHÁ'Í WORLD NEWS SERVICE | IMAN: MAGICINFOTO/SHUTTERSTOCK.COM –

Despite the escalating attacks on Bahá'ís, the Canadian university alumni returned to Iran to teach such subjects as engineering, psychology and economics to beleaguered BIHE students. But once home in Iran, they are subjected to a wide range of human rights violations, including denial of access to further education and employment. Their Canadian degrees are unrecognized and they are thus prevented from contributing to the development of their country.

The Bahá'í community is the largest non-Muslim religious minority in Iran. Since 1979, the Iranian government has sought to exclude Bahá'ís from all

See IRAN JAILS BAHÁ'Í Page A8 →

PRESIDENT'S COLUMN

AUCC's Statement an Academic Freedom Wakeup Call

By WAYNE PETERS

ON hearing of the Association of Universities and Colleges of Canada's new statement on academic freedom released this past October, Jon Thompson, the author of *No Debate: The Israel Lobby and Free Speech at Canadian Universities*, remarked: "There is a certain perverse irony that AUCC chose its 100th anniversary to undo many of the advances that have been achieved in the understanding of academic freedom over the past 100 years."

Jon's comment succinctly captures the essence of AUCC's new statement, which is a full scale attack on academic freedom like no other we have seen. Sadly this attack is brought forward not by external agents but by the most senior administrators within our institutions.

I have previously warned that post-secondary education in Canada is in the midst of a fundamental transformation that is having disastrous effects for our students, our institutions, our communities and our country. While there are many drivers of this transformation, AUCC's statement confirms our institutions are active collaborators. In the wake of this, it is evident CAUT and its individual member associations represent the only organizational voice committed to a principled defense of the academy.

> Academic freedom must be seen as an essential part of our work — both inside & outside of the classroom.

AUCC's new version of academic freedom dangerously conflates academic freedom with institutional autonomy. It suggests safeguarding the institution from outside powers will necessarily also defend academic freedom. While we must maintain institutional independence, this position completely discounts the very real, and all too common, threats to academic freedom from within our institutions. Of these, ironically, AUCC's statement is a case in point. An argument for autonomy cannot be used to undermine academic freedom.

More troubling though is the position put forward that academic freedom exists to the extent that it does not interfere with the needs and mission of the institution. The institution's requirements, then, always trump academic freedom. Recognizing that the voice of academic staff in institutional decision-making is diminishing as a more top-down, corporate-style, managerial culture supplants traditional collegial governance, we have much to be concerned about with such a position.

Most of us would agree that academic freedom is the essential feature of the academy. It sustains the very nature of our work – teaching, scholarship and research, all infused with a good dose of rigorous inquiry and scrutiny. If we believe we can do our jobs without it, then, quite frankly, we are not being true to our responsibilities as academics.

Nevertheless, I have the sense that academic freedom is underappreciated by many academics. As intellectuals, we don't spend very much time thinking about it, discussing it, or writing about it. We know it exists but we take it for granted. We have become complacent about its value and, unfortunately, about the need to defend it as an academic necessity – until, of course, we find ourselves in need of its protection.

All the while, academic freedom becomes increasingly fragile, aided by our indifference in a society that is growing less tolerant of dissent. Within the academy, it stands as a substantial obstacle to our administrators' interests in moving our institutions along more corporate-style paths. Redefining and constraining academic freedom as a much narrower right, as AUCC's new statement does, affords our administrators the means to exert dangerous control over the academy, our institutions and the academics within them.

Academic freedom must be seen as an essential part of our work, both in and outside the classroom. Our institutions are obliged to uphold it, rather than to try to redefine it to suit their missions. Accordingly, our administrators must be held to this task.

So, then, AUCC's statement gives a wakeup call to all academics that academic freedom needs our full and undivided attention. It is a rallying point, a catalyst to be used by CAUT and its member associations to mobilize members to be proactive and vigilant in its defense. It is a call to each of us to renew our commitment to academic freedom and to the academy at a time when post-secondary education in Canada is in the midst of a dire transformational crisis.

At the CAUT Council meeting in November, panelists leading a discussion around the issue noted collective bargaining remains the strongest mechanism to ensure academic freedom fully and properly protects all academic staff.

Each member association should review its language in this area and seek to strengthen it where necessary. Strong language is our first defense. At the end of the day, AUCC policy cannot undo what is collectively bargained at the negotiating table. CAUT's model clause on academic freedom provides an illustration of what should be included.

A comparison with AUCC's statement will reveal, among other things, several items omitted from the latter. The AUCC statement neglects any reference to academic freedom in our extramural speech – that is, an assurance that we will not be subjected to discipline by our academic institutions for exercising our civil liberties. It fails to recognize the right to intramural academic freedom, including the right to freely criticize one's institution or its administration. And it does not acknowledge our academic freedom with respect to service to our institutions, our professions and our communities.

Still, strong language will not be enough. CAUT and its member associations must seize this opportunity to mobilize all academic staff to reclaim academic freedom as an absolute and necessary foundation of our academy – defined by the academy, not by administrators on a mission. The presidents of our individual institutions must be challenged about the position adopted by AUCC for the collective. Hold them accountable.

In closing, a thank you – of sorts – to AUCC for jostling us from our complacency. ■

LE MOT DU PRÉSIDENT

La Déclaration de l'AUCC déclenche la sonnerie d'alarme

Par WAYNE PETERS

INFORMÉ de la diffusion, en octobre dernier, de la nouvelle déclaration sur la liberté académique de l'Association des universités et collèges du Canada, Jon Thompson, auteur du livre *No Debate: The Israel Lobby and Free Speech at Canadian Universities*, a fait le commentaire suivant : « Je vois une certaine ironie perverse dans le fait que, le jour même de son 100e anniversaire, l'AUCC réduit à néant bon nombre des progrès accomplis sur le front de la liberté académique au cours du siècle dernier. »

Cette petite phrase véhicule à elle seule l'essence même de la nouvelle déclaration de l'AUCC, une charge massive, sans précédent, contre la liberté académique. Il est triste de constater que l'attaque ne vient pas de l'extérieur, mais des administrateurs à la tête des établissements d'enseignement.

J'ai déjà tiré la sonnette d'alarme sur la transformation fondamentale que connaît en ce moment l'éducation postsecondaire au Canada, et qui a des conséquences désastreuses sur nos étudiants, nos établissements, nos communautés et notre pays. Cette transformation est l'oeuvre de plusieurs, mais nos établissements y jouent un rôle actif, comme le confirme la déclaration de l'AUCC. Devant cet état des choses, l'ACPPU – et les associations qui y sont affiliées – est, à l'évidence, la seule organisation à se porter résolument à la défense du milieu académique sur la base de principes.

Dans sa nouvelle définition, l'AUCC établit une équation dangereuse entre liberté académique et autonomie de l'établissement d'enseignement. L'Association laisse entendre qu'en protégeant l'établissement contre des influences extérieures, on préserve du même coup la liberté académique. Un plaidoyer en faveur de l'autonomie de l'établissement ne doit pas occulter totalement, comme c'est le cas ici, les menaces intestines très réelles, et trop courantes, qui pèsent sur la liberté académique et dont, ironiquement, la déclaration de l'AUCC est un bon exemple. La défense de l'autonomie ne peut contribuer à miner la liberté académique.

Cependant, l'affirmation selon laquelle les besoins et la mission de l'établissement encadrent la liberté académique est encore plus troublante. Les contraintes de l'établissement l'emportent alors toujours sur la liberté académique. Il y a lieu de s'inquiéter fort d'une telle position, alors que le corps professoral a de moins en moins voix au chapitre dans les décisions institutionnelles et que la gouvernance collégiale traditionnelle cède le pas à une gestion d'entreprise descendante.

La plupart d'entre nous conviendraient que la liberté académique est la caractéristique essentielle du milieu académique. Cette liberté est la pierre angulaire de nos activités – l'enseignement, les activités savantes et la recherche –, toutes basées en bonne partie sur une investigation rigoureuse des choses. Très franchement, tout membre du personnel académique qui pense pouvoir accomplir ses tâches en étant privé de cette liberté manque à ses responsabilités d'universitaire.

Néanmoins, j'ai l'impression que de nombreux universitaires ne considèrent pas la liberté académique à sa juste valeur. Nous y accordons peu de place dans nos réflexions, nos discussions et nos publications intellectuelles. Nous savons que la liberté académique existe, mais nous la tenons pour acquise. Nous avons perdu de vue sa valeur et, malheureusement, la nécessité de la défendre en reconnaissance de la place indispensable qu'elle occupe dans la vie académique. Jusqu'au jour où, évidemment, nous avons besoin de sa protection.

Pendant ce temps, la liberté académique devient de plus en plus fragile, à la faveur de notre indifférence dans une société dont la tolérance à la dissension s'amenuise. Dans le milieu académique, elle est un obstacle de taille à la volonté intéressée des administrateurs de transposer plus ou moins le modèle de l'entreprise dans nos établissements d'enseignement. En redéfinissant et en encadrant la liberté académique de manière à en restreindre la portée, comme le fait la nouvelle déclaration de l'AUCC, nous donnons aux administrateurs les moyens d'exercer un dangereux contrôle sur le milieu académique, les établissements d'enseignement et le corps professoral.

La liberté académique doit faire partie intégrante de notre travail, tant à l'intérieur qu'à l'extérieur de la salle de classe. Les établissements ont l'obligation de la préserver, et non de la moduler en fonction de leurs missions. En conséquence, les administrateurs doivent rendre des comptes à cet égard.

La déclaration de l'AUCC vient ainsi rappeler à tous les membres du personnel académique que la

Voir DÉCLARATION à la page A4 →

Debt Ceiling to Increase

THE federal government has announced plans to raise the legal limit for outstanding Canada student loans from $15 billion to $19 billion.

The move comes in the wake of an actuarial report on the loans program released in 2010 that predicted the limit would be reached in January 2013.

The government says the regulatory amendment is necessary to respond to projected increases in post-secondary enrolment rates, as well as to ensure students continue to have access to federal loans for another 10 years.

But students aren't impressed by the announcement.

"A generation of students and their families are already saddled with billions of debt as a result of skyrocketing tuition fees," said Roxanne Dubois, national chairperson for the Canadian Federation of Students. "It's time for the federal government to step up and implement a new strategy that will not bankrupt the next generation."

She said the government budgets more than $2.5 billion annually in education-related tax credits and regressive savings schemes that don't improve access to post-secondary education and that shifting the money to upfront grants would be more than enough to replace the equivalent billions of dollars the government disburses in student loans.

The current limit on aggregate amount of outstanding loans, set at $15 billion, was increased from the previous $5 billion ceiling through an amendment in 2000.

"Rather than indiscriminately raising the student loan limit every 10 years or so, the government should look for ways to improve the level of non-repayable assistance available to students," said CAUT executive director James Turk.

"We recommend that the level of grants for students be increased sufficiently, so that the $15 billion loan cap need not be raised."

Government numbers show that Canada student grants have already had an impact on the amount of student loans given out, as the average value of loans decreased from about $5,700 in 2008–2009 to $5,200 in 2009–2010. ■

Version française à la page A8.

La Déclaration de l'AUCC déclenche la sonnerie d'alarme

→ Suite de la PAGE A3

liberté académique mérite leur attention entière. Pour l'ACPPU et ses associations membres, elle constitue véritablement un point de ralliement, un catalyseur, pour mobiliser le personnel académique en vue d'une défense active et constante de la liberté académique. Elle interpelle chacun d'entre nous pour que nous renouvelions notre engagement à l'égard de la liberté et du milieu académiques, à une époque où l'éducation postsecondaire au Canada est gravement ébranlée.

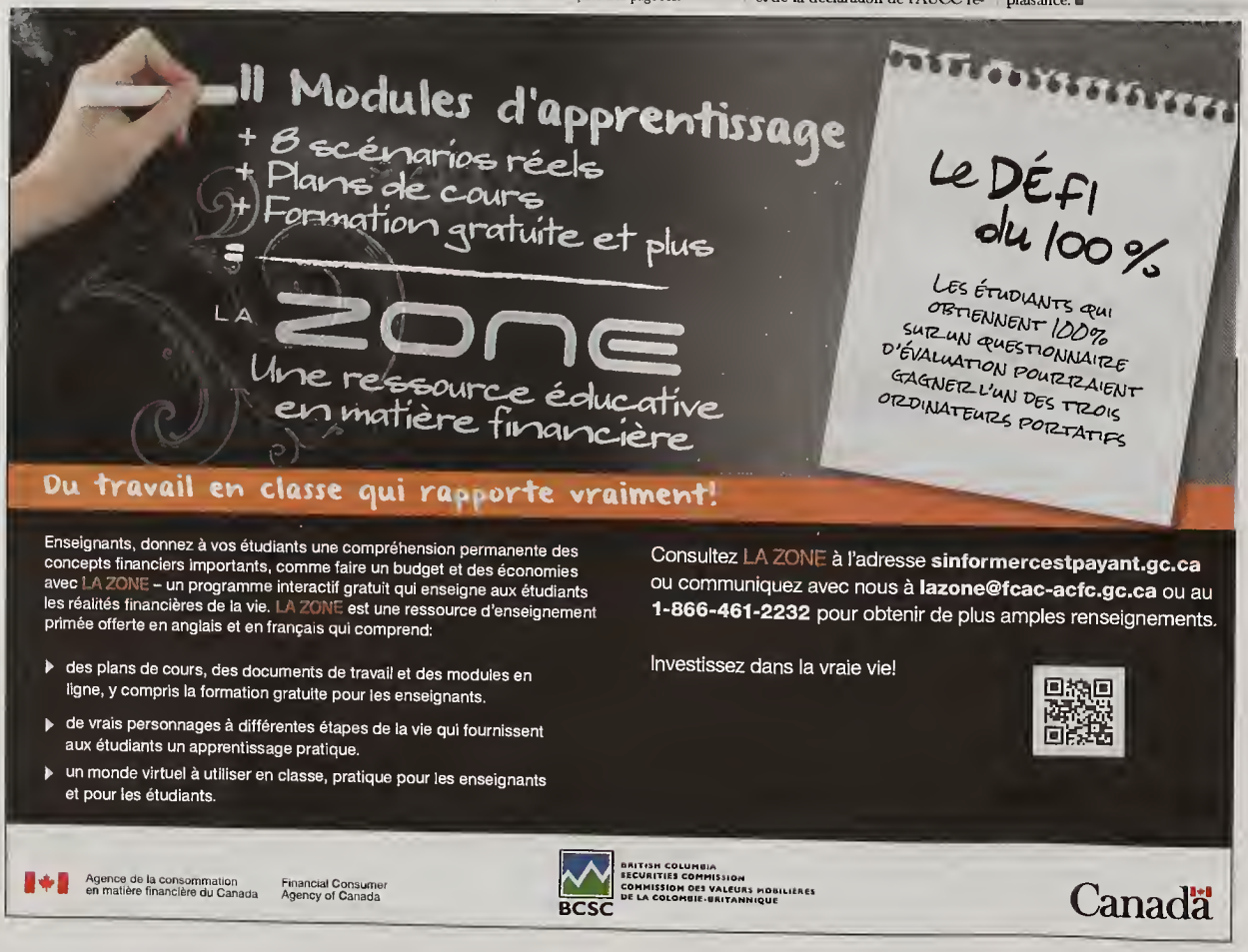
Il ressort d'une discussion sur la liberté académique tenue dans le cadre de l'assemblée du Conseil de l'ACPPU en novembre dernier que la négociation collective demeure le mécanisme le plus efficace pour s'assurer que la liberté académique protège entièrement et adéquatement le personnel académique.

Les associations membres devraient revoir le libellé des dispositions qu'elles ont adoptées sur ce sujet et les renforcer au besoin. Un libellé ferme est notre première arme. Au bout du compte, les politiques de l'AUCC ne peuvent annuler les décisions qui sont le fruit de négociations collectives. La clause modèle de l'ACPPU sur la liberté académique montre les éléments à inclure dans les conventions collectives.

Une comparaison de cette clause et de la déclaration de l'AUCC révèle notamment que celle-ci est loin d'être complète. La déclaration de l'AUCC est muette sur la liberté académique en dehors de l'établissement – qui est, en fait, l'assurance que nous n'avons pas à craindre d'être frappés de sanctions disciplinaires de la part de notre établissement lorsque nous exerçons nos libertés civiles. Elle ne reconnaît pas le droit à la liberté académique au sein même de l'établissement, y compris le droit de critiquer librement l'établissement ou ses dirigeants. Enfin, elle fait abstraction d'un aspect de la liberté académique, soit la liberté de servir l'établissement d'enseignement, la profession et la communauté.

Il faudra tout de même plus qu'un libellé ferme. L'ACPPU et ses associations membres doivent saisir l'occasion d'inviter tout le personnel académique à faire front commun pour que la liberté académique redevienne l'assise absolue et nécessaire du milieu académique. Une liberté académique définie par le milieu, et non par des administrateurs qui se sont donné une mission. Les recteurs des établissements d'enseignement doivent se prononcer sur la position collective adoptée par l'AUCC. Demandez-leur des comptes.

En conclusion, remercions, d'une certaine façon, l'AUCC de nous avoir extraits de notre état de complaisance. ■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Canada

Academic Staff & Unions Join Students for Education Is a Right Campaign

CHANTS resounded loudly from students and their allies at Education is a Right rallies organized by the Canadian Federation of Students in cities across Canada Feb. 1.

The CFS national day of action was part of the campaign launched last year in a bid for a dedicated federal transfer established through a Post-Secondary Education Act that would provide increased funding for post-secondary education, help reduce student debt and lower tuition fees.

"There is a major problem with how we fund post-secondary education in this country and it's time to do something about it," CFS national chairperson Roxanne Dubois told the large crowd at Parliament Hill in Ottawa. "The fight for public education in Canada is part of a global effort to protect education as a basic right for all."

Since 1991, undergraduate tuition fees have tripled in Canada. By 2013, students collectively will owe more than $15 billion in federal student loans alone.

"If the federal government wants to reduce student debt and increase accessibility, it should increase the Canada Student Grant program and provide an enhanced dedicated transfer to the provinces so tuition fees can be lowered," CAUT executive director James Turk said while addressing the crowd. "Canada is a rich country, but we have a government that preferred to forego billions in corporate tax cuts rather than investing adequately in post-secondary education."

He said mobilizing was by far the most effective way to press governments to make the necessary reinvestments in higher education adding that "our mobilization outside complements the work of the opposition inside Parliament."

CAUT has called for a federal increase of $410 million for the next three years to restore post-secondary education funding to 1992 levels, adjusted for inflation and population growth.

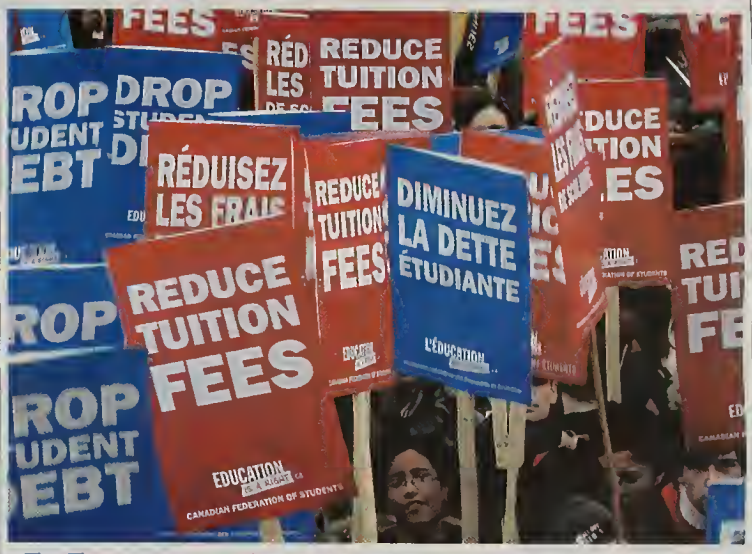

PHOTO: VINCENT ST. MARTIN/GRADUATE STUDENTS ASSOCIATION/CARLETON UNIVERSITY

All Out! Day of Action draws large crowd of students to Parliament Hill in Ottawa Feb. 1.

> The fight for public education in Canada is part of a global effort to protect education as a basic right for all.
>
> — Roxanne Dubois
> CFS national chairperson

Academic staff from across the country took part in the day of action, tweeting and marching in solidarity with students.

In Nova Scotia, students worked closely with their supporters in the lead-up to Feb. 1 to prevent a forced merger of institutions, massive tuition fee hikes, and waves of salary reductions in response to government cuthacks.

"For years, we've been proud to see NSCAD students... taking leadership roles in the fight for accessibility, fair tuition, and increased funding for post-secondary education," said Alvin Comiter, president of the Faculty Union of the Nova Scotia College of Art and Design. "Faculty and students are also partners in the struggle to protect our programs in the visual arts, maintain NSCAD's independence, and undo the cuts to government funding."

In British Columbia, Cindy Oliver, president of the Federation of Post-Secondary Educators of BC, called the day of action an important opportunity to fight against increasing barriers to access.

"We know first-hand from the actions of the BC government that the skyrocketing increases in tuition fees combined with the decrease in real per-student operating grants have closed the door on thousands of students' opportunity to begin or complete a post-secondary education," she said.

"The financial squeeze we're putting on today's students will only exaggerate the problems BC faces as it tries to overcome a looming skills shortage."

A Harris Decima survey conducted for CAUT in November 2011 showed that nearly 80 per cent of Canadians think a post-secondary degree or certificate is more important than ever, yet most also believe rising costs are making it increasingly difficult to pursue studies.

The poll also showed a majority of Canadians would be willing to pay more taxes if it meant increased access and quality of post-secondary education. ■

La réforme britannique de l'éducation supérieure est mise en veilleuse, mais les universités privées pourraient néanmoins se faufiler

LE gouvernement du Royaume-Uni a renoncé à adopter une nouvelle loi controversée qui aurait facilité la constitution d'universités et de collèges privés – y compris d'établissements à but lucratif – habilités à délivrer des diplômes.

Le ministre responsable des universités, David Willetts, a fait valoir que la loi aurait favorisé la concurrence et l'innovation. Les détracteurs de la législation, dont bon nombre font partie du gouvernement de coalition, estiment pour leur part qu'à la lumière du bilan lamentable des établissements d'enseignement à but lucratif aux États-Unis, il y a lieu de croire que les changements entraîneraient une hausse des coûts et une baisse de la qualité.

Le syndicat britannique University and College Union (UCU) a bien accueilli la nouvelle de la suspension des plans de réforme du système universitaire.

« Les initiatives visant à donner aux entreprises privées les moyens d'obtenir une part encore plus grande des impôts payés par les contribuables auraient eu pour effet d'enrichir celles-ci au détriment des contribuables britanniques », a affirmé Sally Hunt, secrétaire générale de l'UCU. « Aux États-Unis, des universités et des collèges à but lucratif ont fait l'objet d'enquêtes pour avoir fait des représentations trompeuses à des étudiants vulnérables et à leurs familles. Nous n'avions certainement pas besoin de cela ici, alors que nos étudiants s'adaptent péniblement au nouveau régime de droits de scolarité. »

À l'heure actuelle, on ne compte que deux universités privées en Angleterre – BPP, propriété du géant américain Apollo, et Buckingham. Le gouvernement avait espéré que le triplement des droits de scolarité et la mise en place d'une procédure d'habilitation plus rapide des nouveaux établissements à délivrer des diplômes auraient contribué à augmenter ce nombre.

Dans une édition récente du journal *The Guardian*, le président du National Union of Students, Liam Burns, a prévenu que, même s'il a apparemment retiré son projet de loi sur l'éducation supérieure, le gouvernement de coalition dirigé par les conservateurs demeure résolu à privatiser le secteur.

« Bon nombre des propositions les plus néfastes contenues dans le livre blanc du gouvernement peuvent maintenant devenir réalité en catimini, sans avoir reçu l'aval de la Chambre des communes et de la Chambre des lords », d'affirmer M. Burns. « Considérons, par exemple, les établissements privés à but lucratif. Le ministre Willetts a déjà enclenché le processus en donnant aux universités privées accès à des prêts garantis par l'État à hauteur de 6 000 £, leur permettant ainsi de ramasser les profits grâce à l'argent des contribuables alors que des établissements existants mandatés par des intérêts commerciaux peuvent déjà décerner des diplômes. » ■

English on page A7.

Another Top Official Departs Statscan

ANOTHER senior staff person has left Statistics Canada, alleging the agency no longer fosters the free exchange of ideas.

Philip Cross, Statscan's chief economic analyst, resigned in January to work at the CD Howe Institute.

Cross reported he had concerns about the national household survey, which replaced the mandatory long-form census. The voluntary survey leaves segments of the population missing from the sample, he claims, compromising the quality and distribution of the data. But he says the government stifles internal debate or dissent.

Discussion "is limited by management's insistence on being 'on-message' all the time about [2011] census and NHS being a success," he told the Globe and Mail.

Cross said he would be able to continue to undertake research using Statscan data now offered for free. ■

Not Drowning but Waving

From PAGE A11

eme or waves in its chapters, it feels like an afterthought, detached from the rest of the volume.

Indeed, while the volume contains many chapters *well worth reading*, the editors' *efforts to* combine the three main threads are ultimately unsuccessful. I often found myself asking "Why does this chapter belong in this book rather than some other?" Several of the chapters seemed to belong more naturally to another section of the book. Their placement is confusing and highlights the disjunction between the first section and the last two. While the editors were no doubt keen to include as many of the conference papers as possible, the volume would have been more cohesive and readable had it been limited to considerations of women and feminist issues in Canadian academe, which is, in any event, where the editors' hearts seem to lie.

Given all the bodies in the water, it is furthermore disappointing to see such little disciplinary diversity among the contributors. Nineteen of the 26 contributors are from English departments, despite the fact the volume is explicitly concerned with the liberal arts as a whole. It may well be the editors think English scholars are particularly well placed to discuss the issues raised in this volume. But if this is the case, they should say so and provide some elaboration of that view.

Whatever the book's organizational weaknesses, easily half the chapters are as good as one could hope to read anywhere. Most Canadian liberal arts scholars will find several chapters here that resonate with them, several that edify them, and a couple that challenge them to do better. This volume should be in the office of every faculty association, senior administrator and equity officer across the country. ■

Shannon Dea is a philosophy professor at the University of Waterloo.

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Une décision de la CRTO ouvre la voie à la syndicalisation des postdoctorants de l'UdeT

APRÈS plus de deux années d'audiences et de délibérations, la Commission des relations de travail de l'Ontario a confirmé, dans une affaire établissant un précédent, que les boursiers postdoctoraux de l'Université de Toronto sont des employés et qu'ils ont de ce fait le droit de se syndiquer.

« Cette décision apporte soulagement et réconfort aux centaines de postdoctorants qui ont appuyé la campagne d'accréditation et signé des cartes d'adhésion syndicale », a déclaré Wayne Dealy, président de la section locale 3902 du SCFP, qui représente quelque 7 000 membres du personnel académique de l'Université de Toronto. « Depuis la présentation de notre demande d'accréditation, le statut de ces chercheurs était demeuré en suspens en raison de l'argument intenable brandi par l'université voulant que ces membres du personnel académique ne soient pas des travailleurs. »

En juillet 2009, la section locale 3902 du SCFP a demandé à la Commission des relations de travail qu'une unité de négociation soit créée pour les boursiers postdoctoraux. L'université a contesté la requête au motif que ces boursiers sont des « stagiaires universitaires » ayant le même statut que les étudiants diplômés des cycles supérieurs et que leurs relations avec l'université et leurs superviseurs ne sont pas des relations employeur-employé.

Dans sa décision rendue le mois dernier, la commission a rejeté cet argument et fait valoir qu'elle devait particulièrement veiller à donner effet aux relations suivant leur fond plutôt que leur forme.

Certes, soutient la commission, les boursiers postdoctoraux continuent de bénéficier de possibilités d'apprentissage et de mentorat, mais cela vaut également pour bon nombre de postes universitaires. La formation continue et le perfectionnement professionnel n'excluent pas une relation d'emploi. De même, divers éléments sont en l'occurrence caractéristiques d'une relation d'emploi, tels que la rémunération (par opposition à une aide financière), le travail placé sous la direction et le contrôle d'un superviseur et la capacité de l'université à résilier le contrat d'engagement, même si l'établissement ne considère ni les postdoctorants comme des employés ni les paiements qui leur sont versés comme un revenu d'emploi.

Dans un rapport publié en 2009, l'Association canadienne des stagiaires postdoctoraux estimait à quelque 6 000 le nombre de postdoctorants au Canada. Des unités de négociation regroupant de tels membres ont été accréditées à l'Université McMaster, à l'Université de Western Ontario, à l'Université Queen's ainsi qu'à l'Université du Québec, et des démarches en ce sens ont été entreprises dans d'autres établissements.

L'Université de Toronto est le premier employeur à déposer auprès d'une commission des relations de travail une opposition au motif que les stagiaires postdoctoraux ne sont pas des employés.

« La décision de la commission est une excellente nouvelle pour les postdoctorants car elle les reconnaît comme des membres employés du personnel académique qui sont investis du droit de négocier leurs conditions de travail », s'est félicité le président de l'ACPPU, Wayne Peters. « Il est à espérer que cette décision contribuera à amener d'autres associations de personnel académique à syndiquer les boursiers postdoctoraux pour ainsi améliorer leur rémunération et leurs conditions de travail. »

English on page A9.

Leadership under Fire

From PAGE A11

The author cites with approval various positions in favour of the increase and deregulation of tuition fees, but gives little or no attention to the contending arguments, and no account of the battles that have been fought whenever implementation of such recommendations has been allowed.

On perhaps the most contentious, big-picture issue, he reiterates the consensus among Canada's dominant universities, agreeing that our university systems are too homogeneous and need to be much more clearly differentiated. He approves even of the (in)famous Maclean's interview with the "gang of three" calling for a greater differentiation of enrolment and funding in a few graduate- and research-intensive universities, as opposed to the great majority which should be reduced to undergraduate teaching institutions. He indicates the special problems posed by this prescription for the so-called "comprehensive universities," but gives no space to the counter-arguments from such institutions.

And while avoiding the practical difficulties in the way of the major institutional adjustments called for under the banner of differentiation, he attempts to make the dominant discourse more palatable by insisting that differentiation need not be tiering, and that he at least envisages significant new government funding for undergraduate teaching as a prerequisite of differentiation.

Writing from South Africa, I am reminded of the apartheid regime's claims that it was funding the "bantustans" to be independent states like any other.

On the question of what makes for success or failure in presidential leadership, Paul is similarly wide-ranging in his survey of literature and issues, but disappointing in his failure to delve into the heart of contentious matters. There is, for example, much of interest in his biographical appendix on the impressive careers of the 11 successful university presidents, but his summary characterization of their supposedly very different leadership styles is casual and unhelpful in indicating why these individuals epitomize success.

Paul relies far more on the abstracted empiricism of Berquist and Pawlak's categorization of academic cultures, arguing that successful presidents depend on an understanding of the local institutional culture, and adopt a leadership style appropriate to that culture, whether collegial, managerial, developmental, advocacy, virtual or tangible.

This linguistic obfuscation and conceptual confusion of institutional culture and leadership is buttressed by the frequent assertion of "institutional fit" as the key to success or failure. What this proposition means, despite a tautological validity, is not clear; in part because it is not explored in Paul's biographies of success, and in part because there is no real attention paid to the perhaps 20 per cent of recent presidential appointments in Canada which have been failures (resulting in early resignations or not extending beyond a single term).

Once released from the straightjacket of his organizational sociology (and despite his indication from that perspective that collegial cultures are a thing of the past, surviving only in smaller, undergraduate institutions) Paul offers sound advice on the importance of collegial governance. This advice includes: open communication and a sense of humour in articulating presidential authority and in reinforcing a climate of debate and dissent; an emphasis on values, principles and scholarly standards as the grounding of strategic planning and institutional policy; team building, team work and the deflection of credit to others; respectful and accessible relations with unions and associations; and the engagement and animation of senates and the careful management of board relationships as essential to the delicate balancing of bicameral systems.

On these and other matters of the day-to-day experience of a university president, Paul offers useful guidance. More broadly, he has done us all a great service by mapping the issues that need to be addressed in thinking of the leadership and direction of our universities. If on many issues he has laid out the case for more research and argument, rather than giving us a settled recipe for successful leadership and future directions, that is surely contribution enough.

His book will serve as a foundation for the ongoing education of university leadership, and as a significant capstone to a distinguished career. ■

Michael Stevenson is President Emeritus of Simon Fraser University. He became the 8th president of SFU in 2000, and stepped down after completing 10 years in office at the end of August 2010. For a decade prior to his appointment as SFU president, he served as dean of arts, and as vice-president academic and provost at York University.

NEWS ACTUALITÉS

UK Drops Higher Education Bill, but Private Universities Could Still Creep In

THE UK government has withdrawn controversial new legislation due this spring that would have made it easier for private universities and colleges, including for-profit institutions, to be set up and award degrees.

The universities minister, David Willetts, argued the proposals would have encouraged competition and innovation, but critics, including many in the coalition government, pointed to the dismal track record of for-profit institutions in the United States as reason to believe the changes would drive up costs and lower quality.

News that the university reforms had been put on hold was welcomed by the University and College Union.

"Plans to allow private companies greater access to taxpayers' money would have seen them getting rich at the expense of the UK taxpayer," said Sally Hunt, general secretary of the UCU. "In the U.S., for-profit universities and colleges have been investigated for the mis-selling of qualifications to vulnerable students and their families. That is the last thing we needed here as students struggle to adapt to the new fees regime."

There are currently just two private universities in England — BPP, owned by the US giant Apollo, and Buckingham — and the government had hoped that uncapping tuition fees and making it easier for newcomers to win degree-awarding powers would have expanded private provision.

– PHOTO: MONIKA PA/SHUTTERSTOCK.COM –

Westminster Hall — The British government has shelved highly contentious plans to reform the university sector.

Writing in the Guardian recently, the president of the National Union of Students Liam Burns warned that despite the government's apparent retreat on its higher education bill, the Conservative-led coalition is still deeply committed to privatizing the sector.

"Many of the most damaging proposals contained in the government's white paper can now happen under the radar, without scrutiny from either the Commons or the Lords," Burns argued. "Take for-profit private providers, for instance. Willetts has already set this path by allowing private universities to access up to £6,000 in state-backed loans, using taxpayers' money to cream off profits, while degrees can already be awarded by existing bodies commissioned by commercial providers." ■

Version française à la page A5.

Les universitaires consternés face au processus de sélection du programme des CERC

L'ANNONCE par le gouvernement fédéral de la mise en place d'un nouveau processus de sélection des candidats au prochain concours du Programme des chaires d'excellence en recherche du Canada (CERC) a provoqué l'irritation du milieu de la recherche universitaire.

Le comité de sélection de 2012, placé sous la direction de la rectrice d'une université américaine et d'un dirigeant d'entreprise, ancien chef de cabinet de Brian Mulroney, sera chargé de distribuer 53,5 millions de dollars de plus sur cinq ans à dix nouveaux titulaires de chaire. À titre de comparaison, les trois organismes subventionnaires fédéraux, soit le Conseil de recherches en sciences humaines, le Conseil de recherches en sciences naturelles et en génie et les Instituts de recherche en santé du Canada, n'ont reçu que 37 millions de dollars en fonds nouveaux l'an dernier pour appuyer financièrement plus de 30 000 chercheurs universitaires. Au moins six des chaires seront attribuées dans les quatre domaines de recherche prioritaires énoncés dans la stratégie des sciences et de la technologie du gouvernement fédéral.

Le 12 janvier dernier, le ministre d'État (Sciences et Technologie), Gary Goodyear, a annoncé que Shirley Tilghman, rectrice de l'Université Princeton, coprésidera le comité de sélection du concours 2012 des CERC et que Derek H. Burney en assumera la présidence encore cette année. Ce dernier est actuellement conseiller stratégique principal chez Norton Rose OR LLP, pratique juridique d'envergure internationale engagée principalement dans les opérations sur marchandises dans des secteurs tels que l'exploitation minière et les produits pharmaceutiques.

« Les universités canadiennes ne manquent pourtant pas de sommités aptes à assurer la direction du processus de sélection », fait remarquer le directeur général de l'ACPPU, James Turk.

Le gouvernement fédéral, ajoute-t-il, manifeste un mépris total envers les chercheurs des universités canadiennes depuis la création du programme en 2008. Aucun des 15 membres du comité de sélection formé pour l'attribution des premières chaires annoncées en 2010, ni aucun des 36 membres du comité d'évaluation de la phase 1 du concours, ni aucun des 13 membres du comité d'évaluation de la phase 2 n'enseignaient dans une université canadienne.

Qui plus est, à l'issue de cette première édition du concours, aucune chaire n'a été conférée à un chercheur en poste au Canada. Et les 18 lauréats étaient tous des hommes, ce qui est venu confirmer davantage l'iniquité entre les sexes dénoncée dans l'attribution des chaires de recherche.

Le programme des CERC est critiqué parce qu'il impose de nouveaux frais aux établissements et qu'il détourne en quelque sorte leurs ressources financières internes. De plus, il exige que les universités hôtes garantissent un financement de contrepartie égal tout au long de la durée de la chaire (ce qui exclut les sommes provenant des trois conseils subventionnaires et de la Fondation canadienne pour l'innovation).

« Investir massivement dans les travaux de dix chercheurs au moment où s'amenuise le financement en dollars réels alloué à tous les autres n'est certainement pas la voie à suivre », estime M. Turk.

« La science prospèrera dans notre pays lorsque les universités et les collèges recevront un financement adéquat, que les fonds publics investis dans la recherche fondamentale par l'entremise des trois organismes subventionnaires suffiront à financer dans toutes les disciplines des projets dont la validité scientifique est reconnue, et que les priorités de financement seront fondées sur le jugement de la communauté scientifique et non pas sur les décisions politiques du gouvernement fédéral. » ■

Toronto & Western Break Ranks to Sign Access Copyright Deal

From PAGE A1

The Supreme Court of Canada is expected to clarify the educational use of copyrighted works in the coming months, a move that could undercut Access Copyright's bargaining position. In sharp contrast to Western and U of T, many universities have opted out of agreements with the licensing agency or are fighting its demands at the Copyright Board of Canada.

"These two universities threw in the towel prematurely on the copyright battle," said Turk. "We call on other post-secondary institutions not to follow their example of capitulating to Access Copyright. It's time to stand up for the right to fair and reasonable access to copyrighted works for educational purposes."

A backgrounder on the universities' deals is posted on CAUT's web site for the academic community to see.

Turk said CAUT is working with the library community, copyright officers and member academic staff associations "to protect academic rights to the fair use of copyrighted material. We also intend to do everything possible to protect the academic freedom rights of our members threatened by provisions in these two agreements."

CAUT intervened in 2011 against Access Copyright's application to the Copyright Board for a new post-secondary education tariff. CAUT also intervened in the two copyright cases currently before the Supreme Court. ■

Dismay at CERC Selection Process

THE federal government raised red flags with the announcement of a new selection process for the upcoming Canada Excellence Research Chairs (CERC) competition.

The 2012 selection board, led by an American university president and a former chief of staff to Brian Mulroney when Prime Minister and corporate executive, will be doling out another $53.5 million over five years to fund 10 new chairholders. In comparison, the three federal granting councils — the Social Sciences and Humanities Research Council, the Natural Science and Engineering Research Council, and the Canadian Institutes of Health Research — received just $37 million in new funding last year to support more than 30,000 university researchers. At least six of the chairs will be awarded in the four priority research areas of the federal government's science and technology strategy.

Science and Technology Minister Gary Goodyear announced Jan. 12 that Princeton University president Shirley Tilghman would co-chair the selection board for the 2012 CERC competition. Derek H. Burney will chair the selection board again this year. He is currently a senior strategic advisor to Norton Rose OR LLP, an international law firm focusing on commodities trading in areas such as mining and pharmaceuticals. The remaining members of the selection board will be announced by the spring.

"There is no shortage of distinguished academics in Canadian universities who could lead the selection process," said James Turk, executive director of CAUT.

He also noted that the government's disregard for academics at Canadian universities was total since the program's launch in 2008. Not one of the 15 members of the selection board for the first round of chairs announced in 2010, nor a single member of the competition's 36-person phase 1 review panel, nor any member of the 13-person phase 2 review panel, was teaching at a Canadian university.

Also in that round, no Canadian-based researchers were selected as chairholders. The 18 successful candidates were also all male, reinforcing previous gender equity concerns in research chair awards.

The CERC program has been criticized for imposing new costs on institutions and diverting resources internally. A requirement of the program is that each host university must ensure 100 per cent in matching funds over the same period (excluding tri-agency and Canada Foundation for Innovation funds).

"Spending massive resources on 10 researchers, while funding for everyone else is declining in real dollar terms is the wrong way to go," Turk said.

"Canadian science will best prosper when universities and colleges are adequately funded, when basic research funding provided through the three granting agencies is sufficient to fund projects of scientific merit across all disciplines, and when funding priorities are based on the judgment of the scientific community, not political decisions of the federal government." ■

NEWS ACTUALITÉS

Students Already Paying Their Own Way, Study Says

UNIVERSITY graduates pay the costs of their education "and more," according to a new report by the Canadian Centre for Policy Alternatives.

The report entitled *Paid in Full: Who Pays for University Education in B.C.* found that graduates overpay as a result of upfront tuition fees and taxes paid over their working lives.

"Graduates earn more and pay higher income taxes as a result," said Iglika Ivanova, an economist with the CCPA and the author of the report. "The extra tax revenues are, in effect, a form of payment that students make for their education and should be recognized as such."

Women with an undergraduate degree contribute on average $106,000 more in taxes over the course of their careers than those with only a high school diploma, said the report. University-educated men contribute $159,000 more.

The cost of a four-year undergraduate degree in British Columbia is $50,630.

The report also said government's current approach to financing post-secondary education through increasing tuition fees hampers access and continuation for those facing financial barriers, and calls for a rethink on how the system is funded.

View or download the full CCPA report at www.policyalternatives.ca/paidinfull.

Zach Crispin, chairperson of the BC chapter of the Canadian Federation of Students, says high tuition fees are unnecessary and unfair.

"Upfront student payment for education – in the form of tuition fees – should be reduced," he said. "Education funding should instead be recouped through the additional taxes paid by university graduates through increases in progressive taxes."

The CCPA report recommends expanding public investments in post-secondary education, noting that such investments have significant monetary and non-monetary benefits in the form of lower unemployment, higher income taxes, and reduced social and economic inequalities.

"Society as a whole reaps a substantial payoff from higher education from an accessible and high-quality post-secondary education system," said Cindy Oliver, president of the Federation of Post-Secondary Educators of BC.

"Expanding public investment in university education is economically feasible and it will ensure we are well-positioned to succeed in the knowledge economy."

The report released by CCPA stresses the advantage of a progressive taxation system as a means of financing post-secondary education in creating a distributional effect over the pool of all graduates.

"While those with post-secondary degrees and certificates earn more on average, some individuals will earn less than the average high school graduate," the report said. "A progressive income tax system is sensitive to those individual differences." ■

Iran Jails Bahá'í Educators, Calling Their Canadian Degrees *Illegal*

From PAGE A2

rights of citizenship through repressive policies. Yet the Bahá'ís' response has been constructive and even heroic, including the creation of the Bahá'í Institute for Higher Education to meet the educational needs of its young people – an effort the New York Times called "an elaborate act of communal self-preservation."

Since its inception the institute has grown to almost 300 staff, including international volunteer educators, Bahá'í and non-Bahá'í alike, who teach via the Internet. Approximately 1,000 BIHE students study at home in their living room "classrooms" and in laboratories in discreet locations, and they often submit coursework online.

In May 2011 Iranian authorities launched a multi-city coordinated raid and arrested and jailed 16 teachers and administrators associated with BIHE. Several months later, the courts handed down sentences for seven of those arrested for a total of 30 years of incarceration.

One of them, Nooshin Khadem, an MBA graduate of Carleton University, was sentenced to four years in prison. Although her professors at Carleton urged her to remain in Canada, she was determined to return to Iran to help BIHE.

A second wave of arrests on Sept. 14 targeted other Canadian-educated professors who taught some of the institute's courses. Kamran Rahimian and Faran Hesami (graduates in counseling psychology from the University of Ottawa) were jailed, as was Shakib Nasrallah (counseling psychology graduate from McGill) and Kayvan Rahimian. All four await sentencing.

When arrested, they were charged with teaching without valid accreditation. In addition to alleging fraud in using illegal credentials, Iranian authorities also alleged the group had been arrested for "promotion of prostitution."

A chorus of opposition is mounting to protest the discrimination of these Iranian Bahá'í academics. Nobel laureates, Desmond Tutu and José Ramos Horta, referred to it as Iran's "war against knowledge." As well, Senator Romeo Dallaire went so far as to warn of the "genocidal intent of the Iranian state." Professors Charles Taylor and David Novak called on the Iranian government "not only to cease its persecution of Bahá'ís, but to provide, and promote, education for all."

Most recently, Lloyd Axworthy, president of the University of Winnipeg, and Allan Rock, president of the University of Ottawa, published an editorial calling attention to Iran's recent actions. In it they write, "... we encourage all Canadians to add their voice in calling on the Iranian government unconditionally to drop all charges against educators, to halt all further aggression towards the BIHE and to allow the Bahá'í access to education."

A human rights campaign called Education Under Fire that has produced a documentary film of the same name is underway at universities across Canada. Co-sponsored by Amnesty International, the campaign focuses on mobilizing universities, teachers and students to stand in solidarity with Iranian Bahá'í students denied access to opportunities for learning in their own country.

Canadian universities have played, and continue to play, an important role in educating the next generation of teachers who will assist BIHE in bringing higher education to Iran's Bahá'í youth. It is unconscionable that some of those teachers now languish in jail. Is it not our responsibility to speak out on their behalf? ■

Deborah K. van den Hoonaard is Canada Research Chair in Qualitative Research and Analysis and professor of gerontology at St. Thomas University, and also serves as a BIHE affiliated global faculty member.

Pierre-Yves Mocquais is professor of French and former dean of humanities at the University of Calgary, and also serves as a BIHE affiliated global faculty member.

Niky Kamran is James McGill Professor of mathematics at McGill University.

Redwan Moqbel is professor and head of immunology at the University of Manitoba, and professor emeritus and adjunct professor of medicine at the University of Alberta.

Claire Lapointe is professor of education sciences at Laval University.

David R. Smith is professor of ophthalmology at the University of Toronto.

Will C. van den Hoonaard is emeritus professor of sociology at the University of New Brunswick.

Lisa Dufraimont is professor of law at Queen's University.

Lyse Langlois is professor of industrial relations at Laval University and a researcher with the Interuniversity Research Centre on Globalization and Work and l'Institut d'éthique appliquée.

Albert M. Berghuis is Canada Research Chair in Structural Biology and professor of biochemistry at McGill University.

W. Andy Knight is professor and chair of political science at the University of Alberta.

Michael Power is professor of education and technology at Laval University, and also serves as a BIHE affiliated global faculty member.

The views expressed are those of the authors and not necessarily CAUT.

Le plafond autorisé de la dette étudiante sera majoré

LE gouvernement fédéral a annoncé qu'il comptait faire passer de 15 à 19 milliards de dollars le plafond autorisé du montant total des prêts d'études fédéraux impayés.

Cette décision intervient après qu'un rapport actuariel sur le programme de prêts aux étudiants publié en 2010 eut prédit que la limite serait atteinte en janvier 2013.

Le gouvernement affirme qu'une modification de la loi s'impose afin de répondre aux augmentations projetées du nombre d'étudiants inscrits au niveau postsecondaire et de continuer à donner aux étudiants accès à des prêts fédéraux pendant encore dix ans.

Les étudiants ne sont toutefois guère rassurés par cette annonce.

« Une génération d'étudiants de même que leurs familles sont déjà aux prises avec un endettement record à hauteur de milliards de dollars en conséquence de l'augmentation en flèche des frais de scolarité », indique la présidente nationale de la Fédération canadienne des étudiantes et étudiants, Roxanne Dubois. « Le moment est venu pour le gouvernement fédéral de redoubler d'efforts et de mettre en oeuvre une nouvelle stratégie qui n'acculera pas à la faillite la prochaine génération. »

Et d'ajouter que le gouvernement consacre chaque année dans son budget plus de 2,5 milliards de dollars aux crédits d'impôt et mesures d'épargne régressives liés à l'éducation qui n'améliorent en rien l'accessibilité aux études, et que la transformation de ces crédits en subventions directes suffirait amplement à remplacer les milliards de dollars équivalents que le gouvernement affecte aux prêts d'études.

La limite des prêts impayés fixée actuellement à 15 milliards de dollars a été majorée de 10 milliards de dollars par voie de modification législative en 2000.

« Au lieu d'augmenter aveuglément le plafond de la dette étudiante tous les dix ans environ, le gouvernement fédéral doit s'engager à rehausser le niveau de l'aide financière étudiante non remboursable », préconise le directeur général de l'ACPPU, James Turk.

« Nous recommandons que le montant total des bourses étudiantes soit suffisamment augmenté de sorte qu'il ne soit pas nécessaire de relever le plafond autorisé de 15 milliards de dollars. »

Les chiffres du gouvernement montrent que les résultats du programme de bourses canadiennes accordées aux étudiants à ce jour se font déjà sentir sur le montant des prêts octroyés, car la valeur moyenne des prêts est tombée d'environ 5 700 $ en 2008-2009 à 5 200 $ en 2009-2010. ■

English on page A4.

Les universités de Toronto et de Western Ontario capitulent devant Access Copyright

Suite de la PAGE A1

mencer », soutient M. Turk. « Nous exhortons les autres établissements postsecondaires à ne pas suivre leur exemple et à ne pas capituler devant Access Copyright. Le moment est venu de défendre le droit à un accès juste et raisonnable du milieu enseignant aux oeuvres protégées par le droit d'auteur. »

L'ACPPU invite le milieu académique à consulter le document d'information sur les ententes des universités qu'elle a publié sur son site web à son intention.

M. Turk déclare que l'ACPPU se joint aux bibliothécaires, aux agents du droit d'auteur ainsi qu'aux associations du personnel académique qui lui sont affiliées « pour protéger le droit des universitaires à une utilisation équitable du matériel protégé par le droit d'auteur. Nous comptons aussi faire tout ce que nous pouvons pour protéger le droit de nos membres à la liberté académique, un droit menacé par ces deux ententes. »

L'ACPPU s'est opposée en 2011 à la demande de nouveau tarif pour les établissements postsecondaires qu'a présentée Access Copyright à la Commission du droit d'auteur. L'Association intervient également dans les deux causes touchant le droit d'auteur dont est saisie actuellement la Cour suprême. ■

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OLRB Opens Door to Toronto Postdoc Union

AFTER more than two years of hearings and deliberations, the Ontario Labour Relations Board has concluded in a precedent-setting case that postdoctoral fellows at the University of Toronto are employees, thereby having the right to unionize.

"This decision is a relief and a comfort to the hundreds of postdocs who supported the organizing campaign and signed cards," said Wayne Dealy, chair of CUPE Local 3902, which serves about 7,000 academic staff members at U of T. "Since we submitted the application, they have been in limbo because of the university's untenable assertion that these academic staff members are not workers."

In July 2009 CUPE 3902 applied to the Labour Board for a bargaining unit of postdoctoral fellows. The U of T objected to the application on the grounds that postdocs are "academic trainees," similar in status to senior graduate students, whose relationship to the university and to their supervisors is not one of employment.

In its ruling last month, the board disagreed, noting it "must be particularly careful to give effect to the substance rather than the form of the relationship."

Although postdocs benefit from continued learning and mentorship, the board reasoned, this is true of many academic posts. Continuing education and professional development do not preclude an employment relationship. Further, various hallmarks of employment exist, such as remuneration (as opposed to funding), direction and control by a supervisor, and the university's ability to terminate the engagement, even if it does not classify postdocs as employees or issue their stipends as employment income.

U of T postdoctoral association president Colleen Bell (left) pictured with the postdoc organizing team — Parmbir Gill, Jesse Greener, Robert Ramsay, Vanessa Parlette, Leslie Jermyn & Mikael Swayze — delivering a copy of the certification application to the university administration on July 31, 2009.

A 2009 report by the Canadian Association of Postdoctoral Scholars estimated there are approximately 6,000 postdoctoral fellows in Canada. Bargaining units have been certified at McMaster University, the University of Western Ontario, Queen's University and the University of Quebec. Certification efforts are underway at other institutions.

Toronto is the first employer to file an objection with a labour board on the basis that postdocs are not employees.

"The board's decision is great news for postdocs across Canada as it recognizes they are employed academics who have the right to negotiate terms and conditions of their work," said CAUT president Wayne Peters. "We hope the decision will pave the way for other academic staff associations to organize postdocs." ■

Version française à la page A6.

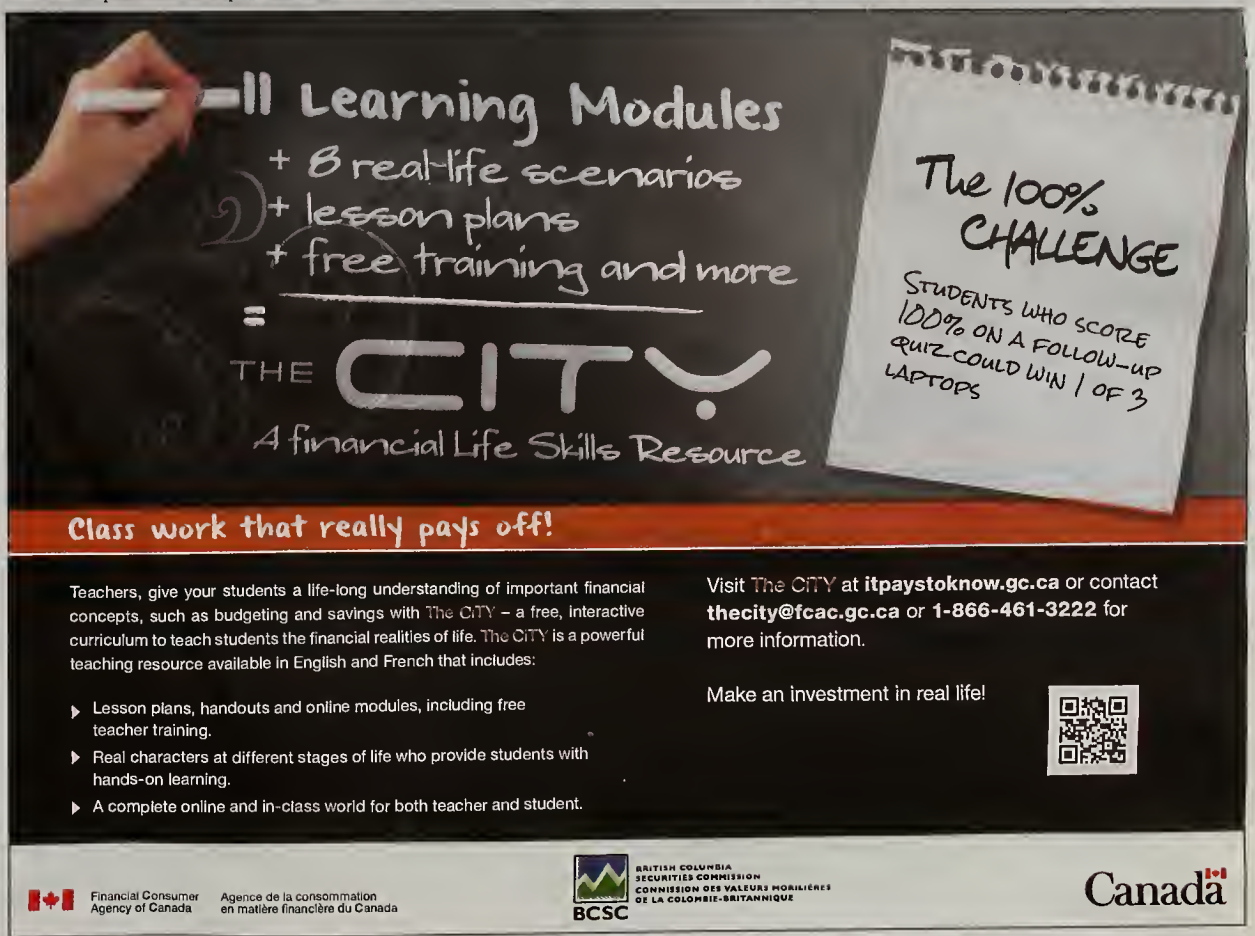
Clincial Faculty at Manitoba Endorse New Association

CANADA'S newest clinical faculty association has won a resounding 83 per cent endorsement to represent academic clinicians in negotiating a memorandum of agreement with the University of Manitoba and the Winnipeg Regional Health Authority.

Long without any effective protection of their academic freedom and other terms and conditions of work, academic clinicians last year formed the Clinical Teachers Association at the University of Manitoba (CTAM). After a membership drive that resulted in a majority of geographic full-time (GFT) academic clinicians joining, CTAM conducted a secret ballot vote of all GFTs in January to confirm whether or not they wanted CTAM to represent them in negotiations with the health authority and the university.

"We were delighted with the strong show of support," said Dr. Alan Jackson, president of CTAM. "We have contacted the administration at the university and the health authority and look forward to negotiating our first memorandum of agreement."

CTAM was established in June 2011 and represents more than 500 GFT academic clinicians in the faculty of medicine at the U of M. ■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SECTION B

FACULTY OF EDUCATION

Assistant/Associate Professor Science Education

MEMORIAL UNIVERSITY

The Faculty of Education, Memorial University of Newfoundland, invites applications for a tenure-track appointment at the rank of Assistant or Associate Professor in the area of **Science Education** (EDUC-2008-002) beginning July 1, 2012 or shortly thereafter (subject to budgetary approval).

Candidates should have a doctorate in Science Education with teaching experience at the K–12 level and research experience in the area of science teaching. The successful candidate will be expected to teach graduate and undergraduate courses (elementary and secondary) in Science Education and to develop an active research and service agenda.

Candidates are invited to submit a letter of application, including a current curriculum vitae, and the names of three referees (two of which should be academic references). Please include the **reference # EDUC-2008-002** with your application. Applications should be sent by **Friday, March 30th, 2012**, to **Dr. Kirk Anderson, Dean, Faculty of Education, Memorial University of Newfoundland, St. John's, NL, A1B 3X8, E-mail: shicks@mun.ca.**

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Note: Of particular interest to candidates, the Faculty of Education will be engaging in two professional development and teacher education projects related to improving pedagogy for the teaching of science and mathematics for elementary teachers. These are five-year projects funded at $5,000,000.

Further information is available at **http://www.mun.ca or http://mun.ca/educ.**

All qualified candidates are encouraged to apply; however, Canadian citizens and permanent residents will be given priority. Memorial University is committed to employment equity and encourages applications from qualified women and men, visible minorities, Aboriginal peoples and persons with disabilities.

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CAUT Canadian Association of University Teachers

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Advertising Closing Dates
Dates de tombée pour la publicité

Closing dates to place, change, renew, or cancel your advertising material in the *CAUT Bulletin* are listed below. Ad placement closing dates are also the materials due dates. Requests for copy changes, art changes, cancellations, late postings or renewals will generally not be accepted after an ad closing date, and none should be presumed executed without acknowledgment from the *Bulletin*.

ISSUE NUMÉRO	CLOSING DATE DATE DE TOMBÉE
September 2011 septembre	August 10 août 2011
October 2011 octobre	September 07 septembre 2011
November 2011 novembre	October 12 octobre 2011
December 2011 décembre	November 09 novembre 2011
January 2012 janvier	December 07 décembre 2011
February 2012 février	January 11 janvier 2012
March 2012 mars	February 08 février 2012
April 2012 avril	March 14 mars 2012
May 2012 mai	April 11 avril 2012
June 2012 juin	May 09 mai 2012

Les dates de tombée pour réserver, modifier, renouveler ou annuler une annonce à publier dans le *Bulletin de l'ACPPU* sont indiquées ci-dessus. Les dates de tombée des annonces sont aussi les dates de soumission du texte publicitaire. De façon générale, la rédaction du *Bulletin* n'acceptera pas les modifications au texte et aux illustrations, les annulations, les renouvellements ni le matériel soumis en retard après la date de tombée des annonces. Il ne peut être présumé que l'une ou l'autre de ces requêtes a été exécutée sans la confirmation expresse de la rédaction du *Bulletin*.

Publisher's Statement

The *CAUT Bulletin* will not accept advertisements from for-profit post-secondary institutions or job advertisements restricting applications on grounds of race, national origin, religion, colour, sex, age, marital status, family status, ethnicity, disability, sexual preference, social origin, or political beliefs or affiliation. CAUT expects that all positions advertised in the *Bulletin* are open to both men and women. Advertisements using restrictive language will not be accepted except when the language is consistent with human rights legislation. Where any bona fide reasons for exemption from general policy stated above exist, it is the responsibility of the institution which intends to place a restrictive advertisement to provide the Editor of the *Bulletin* with a statement as to these reasons. The CAUT Policy Statement on Academic Freedom (www.caut.ca/pages.asp?page= 247&lang=1) contains fundamental statements of principle which reflect key priorities of this organization. The *CAUT Bulletin* thereby reserves the right to refuse advertisements from any post-secondary institution where such advertisement or practice of the institution appears to demonstrate an intention to restrict (or has in fact restricted) academic freedom.

As a service to CAUT members interested in positions available in other countries, the *Bulletin* accepts advertisements for these positions. The view of academic freedom and the extent to which it is protected in other countries may vary. Except in the case of the United States, where the American Association of University Professors (AAUP) investigates alleged violations of academic freedom, there is no method by which we can provide any verifiable information concerning the state of academic freedom at institutions outside of Canada. CAUT publishes a list of colleges and universities censured by AAUP twice a year. Further information about those censures can be obtained by writing to AAUP, 1133 Nineteenth Street, NW, Suite 200, Washington, DC 20036; tel: (202) 737-5900 or visit www.aaup.org.

Déclaration de l'éditeur

Le *Bulletin de l'ACPPU* n'accepte ni les publicités des établissements postsecondaires à but lucratif ni les offres d'emploi qui restreignent les candidatures pour des raisons de race, d'origine raciale, de religion, de couleur, de sexe, d'âge, d'état civil, de situation familiale, ethniques, d'incapacité, d'orientation sexuelle, d'origine sociale ou de convictions ou d'attaches politiques, générales. L'ACPPU s'attend à ce que tous les postes annoncés dans le *Bulletin* soient offerts aux hommes et aux femmes. Les annonces utilisant un langage restrictif ne sont pas acceptées à moins qu'elles ne soient conformes à la *Loi sur les droits de la personne*. Il incombe à l'établissement qui a l'intention de faire paraître une annonce restrictive de fournir à la rédactrice du *Bulletin* une déclaration énonçant ces raisons. L'énoncé des principes fondamentaux de l'ACPPU sur la liberté académique (www.acppu.ca/pages.asp?page=247&lang=2) reflète les priorités clés de cette organisation. Le comité de rédaction du *Bulletin de l'ACPPU* se réserve donc le droit de refuser de publier les annonces d'un établissement postsecondaire dans le cas où la teneur de ces annonces ou les pratiques de cet établissement démontrent l'existence d'une intention de restreindre la liberté académique (ou restreignent en fait celle-ci).

Le *Bulletin* accepte les offres d'emploi à l'extérieur du Canada à titre de service pour les membres de l'ACPPU qui pourraient être intéressés. La perception de la liberté académique et son degré de protection peuvent varier d'un pays à l'autre. À l'exception des États-Unis, où l'American Association of University Professors enquête sur des prétendues violations de la liberté académique, il n'existe aucune méthode nous permettant de vérifier la situation de la liberté académique dans les établissements postsecondaires étrangers. Deux fois par année, l'ACPPU publie une liste des collèges et des universités faisant l'objet de censure par l'AAUP. Pour obtenir des renseignements supplémentaires sur ces censures, prière d'écrire à l'AAUP, 1133 Nineteenth Street, NW, Suite 200, Washington, DC 20036; tél : (202) 737-5900, ou de visiter www.aaup.org.

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These are contractually limited appointments, and carry a teaching load of three full courses or the equivalent. The start date for all positions is July 1, 2012. All York University positions are subject to budgetary approval. The deadline for all positions is **March 23, 2012.** Applicants for all positions should submit a letter of application outlining their professional experience and research interests, an up-to-date curriculum vitæ, and a teaching dossier, and arrange for three confidential letters of recommendation to be sent to the appropriate contact person and area co-ordinates specified under each listing, at: **York University, 4700 Keele St., Toronto, Ontario, Canada M3J 1P3.**

Faculty of Liberal Arts & Professional Studies

CONTRACTUALLY LIMITED APPOINTMENTS

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Applications are invited from qualified candidates for a *two-year Sessional Assistant Professor position in* **Disaster and Emergency Management** (DEM). A PhD in DEM or a related field, in hand or near completion, is required, as is evidence of excellence, or the promise of excellence, in both teaching and scholarly research. Preference will be given to those with a professional designation and those who have evidence of successful university teaching at both undergraduate and graduate levels. The successful candidate will be expected to teach at both the undergraduate and the graduate level.

Applications are invited from qualified candidates for a two-year Sessional Assistant Professor position in **Income Tax Law.** Applicants must have expertise in Canadian income tax law and a PhD in Financial Accounting, Law or Economics, as well as evidence of excellence, or the promise of excellence, in both teaching and scholarly research. Preference will be given to those with a professional designation in accounting or an LLB, and to those who have evidence of successful university teaching. The successful candidate will be expected to teach upper-level honours courses in Canadian income tax law and tax policy.

Applications are invited from qualified candidates for a one-year Sessional Assistant Professor position in **Management,** with a specialization in the areas of entrepreneurship and international business. A PhD in Entrepreneurship/International Business, in hand or near completion, is required, as is evidence of excellence in both teaching and scholarly research. Preference will be given to those whose teaching or research expertise covers both entrepreneurship and international business. The successful candidate will be expected to teach upper-level courses related to small business and international business.

Applications are invited from qualified candidates for a one-year Sessional Assistant Professor position in **Accounting,** with a specialization in Management Accounting. A PhD in Accounting is required, as is evidence of an active research program. Preference will be given to applicants with evidence of demonstrable success in teaching accounting at the university level.

Apply to: **Professor Peggy Ng, Director, School of Administrative Studies, 223 Atkinson College.** Please specify the position for which you are applying.

DEPARTMENT OF ANTHROPOLOGY

Applications are invited from qualified candidates for a one-year Sessional Assistant Professor position in **Anthropology.** The ethnographic research areas of the applicant and his/her topical themes are open. Applicants must have a PhD in Socio-Cultural Anthropology. Applicants must have an active research agenda and demonstrate excellence in teaching, evidenced by an ability to engage students in a variety of teaching formats, especially in large lectures.

Apply to: **Professor Albert Schrauwers, Chair, Department of Anthropology, 2054 Vari Hall.**

DEPARTMENT OF COMMUNICATION STUDIES

Applications are invited from qualified candidates for two (2) one-year Sessional Assistant Professor positions in **Communication Studies.** Applicants must have a completed PhD and an active research program in a relevant discipline. Applicants should be prepared to teach a full year's load of three courses in the following three areas: Politics and Policy; Media, Culture and Society; and Communication Theory and Methods. Candidates must be able to teach effectively in large-lecture formats.

Apply to: **Professor David Skinner, Chair, Department of Communication Studies, 3063 TEL Building.**

DEPARTMENT OF EQUITY STUDIES

Applications are invited from qualified candidates for a one-year Sessional Assistant Professor position in **Race, Culture and Health.** Applicants must have a PhD in a related discipline and an active research agenda in the area. Preference will be given to applicants with evidence of successful university teaching, and evidence of ability to teach a variety of class sizes and formats.

Apply to: **Professor Merle Jacobs, Chair, Department of Equity Studies, 318 Atkinson College.**

DEPARTMENT OF FRENCH STUDIES

Applications are invited from qualified candidates for two (2) one-year Sessional Assistant Professor positions in **French Linguistics/Linguistique générale du français.** Applicants must have a PhD in French Linguistics or French Studies with specialization in Linguistics, and an active research program in the area. Preference will be given to those with teaching experience in the university setting at the level of undergraduate courses in French. Excellent command of oral and written French and a good working knowledge of English are also required. Applicants should be prepared to teach a variety of courses in linguistics and language at the undergraduate level.

Apply to: **Professor Monique Adriaen, Chair, Department of French Studies, North 723B Ross Building.**

DEPARTMENT OF GEOGRAPHY

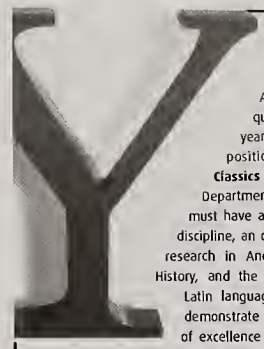
Applications are invited from qualified candidates for two (2) one-year Sessional Assistant Professor positions in **Human Geography.** Applicants must have a PhD and an active research agenda in one or more of the following areas: social geography, political geography, urban geography, immigration and refugee studies. The successful candidates are expected to teach the equivalent of three full courses at the undergraduate level. Preference will be given to applicants with experience and demonstrable success in university teaching.

Apply to: **Professor Lucia Lo, Chair, Department of Geography, North 41BA Ross Building.**

DEPARTMENT OF HISTORY

Applications are invited from qualified candidates for a one-year Sessional Assistant Professor position in **Canadian History.** Required qualifications include a completed PhD in History and an ongoing program of scholarly research in Canadian History. Applicants must demonstrate excellence or the promise of excellence in teaching and in scholarly research. Candidates will be expected to teach a wide range of undergraduate courses in Canadian History at all levels.

CAREERS CARRIÈRES



Applications are invited from qualified candidates for a one-year Sessional Assistant Professor position in **Ancient History/ Classics** (joint appointment with the Department of Humanities). Applicants must have a PhD in Classics or a related discipline, an ongoing program of scholarly research in Ancient Greek and/or Roman History, and the ability to teach Greek and Latin language courses. Applicants must demonstrate excellence or the promise of excellence in teaching and in scholarly research. Applicants will be expected to teach a range of courses in Ancient Greek and Roman History, Greek and Latin language, and broader courses in Classical Studies.

Apply to: **Professor Jonathan Edmondson, Chair, Department of History, 214D Vari Hall.** Please specify the position for which you are applying.

SCHOOL OF HUMAN RESOURCE MANAGEMENT

Applications are invited from qualified candidates for two Sessional Assistant Professor positions (one one-year position and one two-year position) in **Human Resource Management.** Applicants must have a PhD in Human Resource Management or a related area, and an active research program. Preference will be given to those with a specialization in Industrial Relations and/or Labour and Employment Law. The successful applicant will be expected to teach a range of undergraduate courses. Preference will be given to those with evidence of successful university teaching.

Apply to: **Professor Parbudyal Singh, Director, School of Human Resource Management, 123 Atkinson College.**

DEPARTMENT OF HUMANITIES

Applications are invited from qualified candidates for a one-year Sessional Assistant Professor position in **Children's Studies.** Applicants must have a completed PhD in a discipline in the Humanities and an active research program in an area of Children's Studies. Applicants should possess a critical, international, comparative perspective, grounded in contemporary theory. Preference will be given to applicants with evidence of successful teaching at the university level in Children's Studies.

Applications are invited from qualified candidates for two (2) Sessional Assistant Professor positions in Humanities. Both positions will contribute to the Department's **General Education** offerings. Applicants for these positions must have a completed PhD in Philosophy, History, Literature or a related field, and an active research program in a relevant area. The Humanities Department's six-credit General Education courses are all entry-level courses. They are designed to improve critical skills while dealing with such topics as western culture, Canadian Studies, and studies in media, religion, and gender. The successful candidates will have demonstrable expertise in at least two of the areas and will demonstrate a knowledge of, and commitment to, the goals and methods of General Education. Preferred candidates will have experience teaching courses that privilege critical skills.

Apply to: **Professor Doug Freake, Acting Chair, Department of Humanities, 2D6 Vanier College.** Please specify the position for which you are applying.

DEPARTMENT OF LANGUAGES, LITERATURES AND LINGUISTICS

Applications are invited from qualified candidates for a one-year Sessional Assistant Professor position in **Italian.** Applicants must have a PhD in Italian Studies or a related field and an active research program in a relevant area. Native or near-native fluency in English and Italian is required. Applicants will be expected to teach a full range of courses in Italian language, literature, culture and cinema, and show a scholarly commitment to excellence in teaching and research. Preference will be given to those specializing in Medieval Italian Literature and Culture; other qualified candidates are nonetheless encouraged to apply.

Applications are invited from qualified candidates for a one-year Sessional Assistant Professor position in **Spanish.** Applicants must have a PhD in a field relevant to teaching Spanish language and literature, as well as an active research program in a relevant area. Applicants should be prepared to teach Spanish language and Spanish literature at all levels, and preference will be given to those with a scholarly commitment to excellence in teaching and research, and teaching experience in these areas at the university level. Familiarity with multimedia materials and approaches is also desirable. Native or near-native fluency in Spanish and English is required.

Apply to: **Professor Pietro Giordan, Chair, Department of Languages, Literatures and Linguistics, South 561 Ross Building.** Please specify the position for which you are applying.

DEPARTMENT OF PHILOSOPHY

Applications are invited from qualified candidates for a one-year Sessional Assistant Professor position in **Moral and Political Philosophy.** Applicants must have a PhD in Philosophy and an active research program in moral and political philosophy. Preference will be given to those with evidence of successful university teaching in both lecture and seminar formats. Applicants should be prepared to teach both moral and political philosophy at any level of the undergraduate program.

Apply to: **Professor Robert Myers, Chair, Department of Philosophy, South 430 Ross Building.**

DEPARTMENT OF POLITICAL SCIENCE

Applications are invited from qualified candidates for a one-year Sessional Assistant Professor position in **Canadian Provincial Politics.** Applicants must have a PhD in Political Science and an active research program in the area. Preference will be given to those with expertise in Quebec and/or French Canada. Evidence of successful university teaching is also an asset.

Apply to: **Professor Ananya Mukherjee-Reed, Chair, Department of Political Science, South 669 Ross Building.**

SCHOOL OF PUBLIC POLICY & ADMINISTRATION

Applications are invited from qualified candidates for a one-year Sessional Assistant Professor position in **Public Law.** The successful candidate will have a completed PhD in Public Administration or a related discipline at time of appointment and an active research program in the area. Applicants must have a record of excellent undergraduate teaching and demonstrable expertise in public law sufficient to teach specialized upper-year courses in this area. Preference will be given to applicants with experience teaching courses at other undergraduate levels, and the ability to teach either public administration or in an associated area of public policy.

Apply to: **Professor Daniel Cohn, Director, School of Public Policy and Analysis, 122 McLaughlin College.**

DEPARTMENT OF SOCIAL SCIENCE

Applications are invited from qualified candidates for a one-year Sessional Assistant Professor position in **Business and Society.** Applicants must hold a PhD, in hand or near completion, in one of the social sciences or in a relevant discipline, as well as an active research program relevant to the program. Applicants must have an interdisciplinary background in the social sciences and will be expected to teach three full-year courses from a variety of fields within the program. Demonstrated versatility in teaching (e.g., at different levels of the curriculum and in varying pedagogical formats) is an asset.

Applications are invited from qualified candidates for a one-year Sessional Assistant Professor position in **Law and Society,** with specialization in socio-legal theory, disability, diversity, and/or legal narrative. Applicants must have a PhD in a relevant discipline and an active research program. Applicants should have demonstrated versatility in teaching and be prepared to teach core courses as well as to offer one or more upper-year courses related to social justice, social diversity, and/or disability.

Apply to: **Professor Kimberley White, Chair, Department of Social Science, South 756 Ross Building.** Please specify the position for which you are applying.

SCHOOL OF SOCIAL WORK

Applications are invited from qualified candidates for a one-year Sessional Assistant Professor position in **Social Work.** Applicants must have a PhD in Social Work, in hand or near completion, and an active research program. Substantial practice experience in social work is required, as is experience working with diverse and marginalized populations. The field of research specialization is open, but the successful applicant will bring a critical perspective to that research and to her/ his teaching. Applicants must demonstrate excellence or promise of excellence in teaching critical social work.

Apply to: **Professor Barbara Heron, Director, School of Social Work, 1D17B Kinsmen Building.**

York University is an Affirmative Action Employer. The Affirmative Action Program can be found on York's website at **www.yorku.ca/acadjobs** or a copy can be obtained by calling the affirmative action office at **416.736.5713.** All qualified candidates are encouraged to apply; however, Canadian citizens and permanent residents will be given priority. Temporary entry for citizens of the U.S.A. and Mexico may apply per the provisions of the North American Free Trade Agreement (NAFTA).

YORK UNIVERSITÉ UNIVERSITY

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CAREERS CARRIÈRES

Canada Research Chair in Human Rights and Social Justice

Assistant or Associate Professor, Faculty of Arts

Located in the thriving, multicultural city of Winnipeg, the University of Manitoba offers students and faculty a vibrant learning community, exceptional facilities and the chance to explore ideas, challenge assumptions and turn theory into reality. Our researchers are among the best in the world, finding new ways to protect the environment, improve human health, advance technology and strengthen communities in Canada and beyond. With more than 30,000 students, faculty, and staff, and over 90 degree programs, the University of Manitoba plays a key role in the social, cultural, and economic well-being of our community and our world.

The University of Manitoba is accepting applications and nominations for Canada Research Chairs (CRCs) established by the Government of Canada to enable Canadian universities to foster research excellence (**www.chairs-chaires.gc.ca**). The University is committed in its Strategic Plan to enhance academic initiatives in the area of human rights (**http://www.umanitoba.ca/admin/president/strategic_plan/index.html**). Accordingly, the University has established a Centre for Human Rights Research to enhance interdisciplinary and collaborative research capacities, to provide enhanced training opportunities for students, and to promote advancements in public policy and intellectual debate on issues of human rights, law, and social justice. **Position Number: 10974**

A central feature of the mission of the Faculty of Arts is to conduct research in the humanities and social sciences in order for both to advance and preserve knowledge in these areas and to provide the highly trained personnel that are required in an increasingly specialized society. It is home to 18 social sciences and humanities departments and units, as well as ten Interdisciplinary programs. Further information concerning the Department, the Faculty, and the University may be obtained from **http://www.umanitoba.ca/arts**. The Faculty welcomes applications from all researchers engaged in human rights or social justice research in either the humanities or social sciences. Applicants whose research intersects multiple disciplines are particularly welcome.

The University of Manitoba is the province's largest, most comprehensive post-secondary educational institution. More than 28,000 students from all over the world currently study in a wide range of programs in the liberal arts and sciences, the creative arts, and the professions. Research is a priority at the University of Manitoba and the success of its faculty in securing substantial research support in national/international competitions attests to this fact.

Winnipeg is a mature city of some 700,000 people that combines the amenities of urban life with easy access to the countryside and to northern lakes and forests. A short trip outside of Winnipeg reveals the geographic diversity of Manitoba, with ample opportunities for many leisure activities (**www.tourismwinnipeg.com**). The city offers a vibrant arts community, affordable housing by North American standards, diverse cultural institutions, festivals, and entertainment possibilities. Winnipeg is also home to the Canadian Museum of Human Rights.

This posting advertises a Tier 2 CRC Chair position in Human Rights and Social Justice to be held in the Faculty of Arts. This posting is open to all disciplines in Arts, and the home unit will be one of those currently based in the Faculty of Arts. The successful candidate should have a record of substantial publication in an outstanding and innovative research program in human rights and/or social justice, and the ability to attract excellent graduate students. Applications including significant applied research contributions to human rights and social justice are expressly welcomed. Tier 2 CRCs are "exceptional emerging researchers" who at an early phase of their careers (i.e., within 10 years of completing their PhD) have demonstrated the promise of a strong research profile and the potential to be leaders in their field. The candidate selected for this position will be required to work with the proposed home department or unit and the Faculty to prepare the formal nomination to the CRC Secretariat according to CRC program guidelines.

The appointment, contingent upon the successful CRC nomination, commencing **July 1, 2013**, will be a full-time probationary position at the rank of Assistant or Associate Professor. Rank and salary will be commensurate with qualifications and experience. Tier 2 CRC positions are for five-year terms, and are renewable once. For the duration of the CRC, the successful candidate will be granted reduced teaching responsibilities.

The University of Manitoba is strongly committed to diversity within its community and especially welcomes applications from visible minority group members, women, Aboriginal persons, persons with disabilities, persons of all sexual orientations and genders, and others who may contribute to the further diversification of ideas. All qualified candidates are encouraged to apply; however, Canadians and permanent residents will be given priority.

Applicants should send a cover letter, curriculum vitae, a research proposal (maximum 1500 words) appropriate to the goals and objectives of the CRC program, and a brief statement of teaching philosophy/interests (electronic preferred) to **Janice Gripp, Confidential Assistant to the Dean (email: jgripp@cc.umanitoba.ca)**. Candidates must also arrange to have three letters of reference addressed to the Dean, and sent electronically directly to the above email or by mail to: **Dr. Jeffery Taylor, Dean, c/o Janice Gripp, Confidential Assistant to the Dean, Faculty of Arts, 310 Fletcher Argue Building, University of Manitoba, Winnipeg, MB R3T 5V5, Fax: (204) 474-7590**

Nominations or applications, including letters of reference, will be handled in accordance with the *"Freedom of Information and Protection of Privacy Act"* (Manitoba). Please note that curriculum vitas may be provided to participating members of the search process.

Review of applications will begin on **March 2, 2012** and will continue until the position is filled. All Chairs are subject to review and final approval by the CRC Secretariat.

For more information on this opportunity, please visit umanitoba.ca/employment

One university.
Many futures.

UNIVERSITY OF MANITOBA

TENURE-TRACK POSITION IN MATERIALS SCIENCE & ENGINEERING AT McMASTER UNIVERSITY

McMaster University

The Department of Materials Science and Engineering at McMaster University invites applications for a tenure-track faculty position. The appointment is intended to be at the Assistant or Associate Professor level; however, consideration will also be given to exceptional candidates at the Full Professor level. It is important to note that the search will not be limited to a specific sub-discipline within the field and qualified candidates with research expertise in any area of **materials science and engineering**, traditional or emerging, will be considered.

McMaster University, one of the Top 100 universities in the world (THE and AWRU rankings of world universities), boasts a network of academic institutes that provide stimulating interdisciplinary research opportunities, such as the Canadian Centre for Electron Microscopy, the Brockhouse Institute for Materials Research, the Centre for Automotive Materials and Corrosion, and the Steel Research Centre. For more information on the experimental facilities and current research interests of the department the applicant is invited to visit our website at: **mse.mcmaster.ca**.

Applicants must have earned a Ph.D. in Materials Science/Engineering, Physics, Chemistry or a closely related discipline. The successful applicant will be expected to develop a strong, externally funded research program and demonstrate a commitment to teaching and curriculum development at both the undergraduate and graduate levels. Within a reasonable time period after joining the department, the successful candidate is expected to obtain a full or limited license with the Professional Engineers of Ontario.

Interested applicants should send a letter of application, curriculum vitae, statements of teaching and research interests, a selection of research publications, and the names and addresses of at least three references to:
Faculty Selection Committee, Department of Materials Science and Engineering
McMaster University, 1280 Main St. West, JHE 357, Hamilton, Ontario, L8S 4L7, Canada
Email: matsci@mcmaster.ca / Reference: MATERIALS 2012

Applications will be accepted until **April 1, 2012** and the anticipated starting date for the position is January 1, 2013. Applications by e-mail are encouraged.

All qualified applicants are encouraged to apply; however, Canadian Citizens and permanent residents will be given priority. McMaster University is strongly committed to employment equity within the community, and to recruiting a diverse faculty and staff. The University welcomes applications from all qualified applicants, including women, members of visible minorities, Aboriginal persons, members of sexual minorities, and persons with disabilities.

C

CLIMATE CHANGE (CHAIR) — Wilfrid Laurier University. Wilfrid Laurier University invites applications and nominations for a tenured position at the rank of Professor from scholars whose research interests concern climate change. Priority will be given to candidates whose research focuses on international efforts at climate change mitigation, adaptation and other forms of climate-related policy response at the multilateral, plurilateral and/or global scales. The research interests of the successful candidate might include how intergovernmental agencies, regional governmental initiatives, transnational corporations and transnational NGOs and/or social movements approach the impacts of, and policy responses to, climate change. Applicants will be expected to demonstrate a strong familiarity with both the existing policy frameworks concerning climate change and the major alternative architectures currently under discussion. The successful candidate will hold the Centre for International Governance Innovation Chair in Climate Change. This endowed chair includes a tenured appointment at Wilfrid Laurier University and cross-appointment to the Balsillie School of International Affairs. The incumbent will also hold adjunct status at the University of Waterloo. The successful candidate's research record will demonstrate a clear, sustainable, and relevant research program. The candidate's scholarship elicits widespread peer acceptance, is regularly supported by multi-year research funding and attracts highly qualified graduate students. As well we are especially interested in candidates who are effective teachers, thesis supervisors and mentors. Applicants need not currently hold the rank of Professor, but must demonstrate a record of scholarship that is consistent with promotion from Associate to Professor at Wilfrid Laurier University. CIGI Chairs are expected to teach two courses annually in the Balsillie School's graduate programs, supervise doctoral candidates, and undertake research relating to the School's mandate. As the Balsillie School is a new endeavour, the incumbent should expect to take an active role in enhancing the programs and the international profile of the Balsillie School. Wilfrid Laurier University is committed to equity and values diversity. We welcome applications from qualified women and men, including individuals of all genders and sexual orientations, persons with disabilities, Aboriginal persons, and persons of a visible minority. If you wish to identify yourself as a member of one of these groups, you may write under separate cover in confidence to Dr. Deborah MacLatchy, Provost, Wilfrid Laurier University, Waterloo, Ontario, N2L 3C5. All qualified candidates are encouraged to apply; however, Canadian citizens and permanent residents will be given priority. Please forward applications or nominations and a CV to: Dr. Terry Leveque, Associate Director, Balsillie School of International Affairs, 67 Erb Street West, Waterloo, Ontario, N2L 6C2 or by email at tleveque@wlu.ca. The Appointments Committee will begin considering candidates January 15, 2012, continuing until the position is filled. The start date is negotiable, but can begin as early as July, 2012. More information about the Balsillie School may be found at http://www.balsillieschool.ca.

CONTEMPORARY STUDIES — Wilfrid Laurier University. The Contemporary Studies program at the Brantford campus of Wilfrid Laurier University invites applications for a tenure-track appointment at the assistant professor level. Candidates for this position should have research expertise in relation to social thought in an applied context. Appointment will be at the level of Assistant Professor. In addition to teaching senior courses related to the candidate's research specialization, the successful candidate would be expected to teach one or more of the following courses: CT 122 "Social and Political Thought;" CT 225 "The Individual in the Community," CT 340 "Consumerism and Identities;" CT 345 "Applied Democracy." The teaching load is 2/2, and the successful candidate will receive a research term in their first two years. The successful candidate must have or be near completion of a PhD at the time of application, provide evidence of a strong research record, and demonstrate excellence in undergraduate teaching. The appointment begins July 1st, 2012, subject to final budgetary approval. Applications, including a curriculum vitae, writing sample, teaching dossier, and the names and contact information for three academic referees (letters will be solicited after an initial screening of candidates), should be sent to Dr. Kenneth Paradis (Program co-coordinator, Contemporary Studies), c/o Celine Taillefer-Travers, Laurier Brantford, 73 George Street, Brantford, ON, N3T 2Y3. Electronic submissions are acceptable. Please submit to: ctravers@wlu.ca Completed applications must be received by March 20, 2012. Wilfrid Laurier is committed to employment equity and values diversity. We welcome applications from qualified persons of all genders and sexual orientations, persons with disabilities, Aboriginal persons, and persons of visible minority. All qualified candidates are encouraged to apply. Canadian citizens and permanent residents are given priority.

CRIMINOLOGY & SOCIOLOGY — Saint Mary's University. Applications are invited for a tenure-track appointment at the Assistant Professor level commencing July 1, 2012. The Department is seeking a sociologist with a strong record of research and teaching in one or more of the following areas: social movements, social change, political economy and human rights. The successful candidate will hold a PhD and will be expected to teach core undergraduate courses in research methods as well as contribute to the curriculum and academic development of the programs. In addition to its undergraduate programs, the Department offers Masters Degrees in Criminology and Women & Gender Studies. Candidates should fit well in a Department strongly committed to feminist and anti-oppressive teaching and research. We also collaborate with local, regional, national and international communities as part of our research and curriculum. Information about the Department and University may be found at www.smu.ca. Applicants are asked to submit a curriculum vitae, teaching portfolio (including recent student evaluations if available), and an example of written (including published) work. Applicants are responsible for ensuring that their files are complete. Candidates of all nationalities are welcome to apply, but, in accordance with Canadian immigration regulations, priority will be given to Canadian citizens and permanent residents. Saint Mary's University and our Department are committed to the principles of employment equity and offering a diverse learning environment. Aboriginal people, persons with disabilities, racially visible persons and women are encouraged to apply. Consideration of applications will begin February 13, 2012 and will continue until the position is filled. Applications and names and contact information for three references should be sent directly to the Department Chair: Dr. Evangelia Tastsoglou, Department of Sociology & Criminology, Saint Mary's University, Halifax, NS, B3H 3C3.

CULTURAL STUDIES — University of British Columbia Okanagan. 1) Tenure-Track Assistant Professor, Cultural Studies (Social Activism in visual media and culture): The Department of Critical Studies at the University of British Columbia's Okanagan campus invites applications for a tenure-track position within the Cultural Studies program. The appointment will be at the level of Assistant Professor and will begin on July 1, 2012. Candidates must have a PhD in Cultural Studies or a related discipline, an active research profile, and evidence of teaching experience in the area of social activism in visual media and culture. This might include, but is not limited to, the scholarship and practice of digital media, film, contemporary and street art. The position will include responsibility for the creation and oi teaching of introductory, upper level undergraduate, and graduate-level Cultural Studies courses that may be cross-listed with courses in the Art History and Visual Culture program. Teacher-researchers whose scholarly focus is on issues of marginality (eg., gender, race, (dis)ability, and abenginality) and who utilize intersectional critical approaches are especially encouraged to apply. The successful candidate will be expected to conduct and disseminate research in his/her area of specialization and to engage with the interdisciplinary nature of the Faculty of Creative and Critical Studies. Salary is competitive and commensurate with qualifications and experience. 2) Instructor, Cultural Studies (Term Appointment): The Department of Critical Studies at the University of British Columbia's Okanagan Campus invites applications for a 10 month term appointment to teach undergraduate courses within the Cultural Studies program. This position will begin August 1, 2012 and end May 31, 2013. Candidates should have a completed PhD in Cultural Studies or a related discipline and relevant university teaching experience. The position will include responsibility for teaching 6 courses, including sections of CULT 100 and/or 101 as well as 200, 300, and/or 400 level courses in CULT. The Cultural Studies program is organized around three thematic streams, and requires students to complete courses in each stream: Media and Popular Cultures; Global Cultural Studies; and Critical and Cultural Theory. The successful candidate will be expected to undertake some administrative responsibilities as determined by the Head of Department. Salary is competitive and commensurate with qualifications and experience. The Cultural Studies program at UBC's Okanagan campus is housed in the vibrant Faculty of Creative and Critical Studies. The Cultural Studies program is organized around three thematic streams, and requires students to complete courses in each stream: Media and Popular Cultures; Global Cultural Studies; and Critical and Cultural Theory. The collegial learning environment of the Faculty of Creative and Critical Studies focuses on effective teaching, the integration of research, and a commitment to developing a locally involved and globally aware community. The Faculty offers both discipline-based and interdisciplinary programs at the undergraduate and graduate level, including programs in Art History and Visual Culture, Creative Writing, Cultural Studies, English, French, Interdisciplinary Performance, Spanish and Visual Arts, along with courses in Japanese, German, and Ancient Languages. More information on the Cultural Studies program can be found at: http://www.ubc.ca/okanagan/critical/options/cultural.html. More information about the Faculty of Creative and Critical Studies can be found at: http://www.ubc.ca/okanagan/creativeandcritical/welcome.html. Candidates are asked to submit a letter of application, complete curriculum vitae, statement of teaching philosophy, research plan, example of scholarly research to Dr. Jennifer Gustai, Head, Department of Critical Studies at the following address only: recruitment.fccs@ubc.ca. Candidates should also arrange for three letters of reference to be sent directly to Dr. Gustai at the same address. The deadline for applications and letters of reference is February 29, 2012. UBC hires on the basis of merit and, being strongly committed to diversity within its community, especially welcomes applications from women, visible minority group members, Aboriginal persons, persons with disabilities, persons of any sexual orientation or gender identity, and others who may contribute to the diversification of ideas. However, Canadians and permanent residents of Canada will be given priority. These appointments are subject to budgetary approval.

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EDUCATION (ADULT LEARNING & EDUCATION) — University of British Columbia. The Department of Educational Studies in the Faculty of Education at The University of British Columbia invites applications for a full-time tenure track position at the Assistant Professor level in the Adult Learning and Education program. The Department of Educational Studies is an interdisciplinary unit. A major emphasis of the Department is on issues pertaining to the social sciences and humanities, and global justice and equity across the spectrum of education, including community, the workplace, government and non-government networks, and other contexts. As a place of scholarly excellence, we seek to fulfill major commitments to both undergraduate and graduate programs in education, enrolling large numbers of students at the magistral and doctoral levels. Department graduate programs include specializations in Adult Learning and Education; Higher Education; Educational Administration and Leadership; Society, Culture and Politics in Education; and Indigenous Education. The successful applicant will have demonstrated excellence in research and teaching, and be able to contribute to program ar-

CAREERS CARRIÈRES

eas, at both the graduate and undergraduate levels, offered by the Department. Priority will be given to candidates in the field of adult education who have an established or emerging research program in one or more of the following areas: theorizing adult learning; design and planning of adult education; work and learning; health education; adult education policy, globalization and politics of education with a focus on social inclusion and equity; mixed methods research with expertise in quantitative approaches. The successful applicant will be expected to (a) teach in both undergraduate and graduate programs coordinated by the Department, (b) supervise graduate students enrolled in the Department's programs, (c) contribute to the scholarly community and service work of the Adult Learning and Education program, the Department, the Faculty of Education, and the University community; and (d) participate in outreach within the broader educational community. Applicants must hold an earned doctoral degree. Salary will be commensurate with experience and qualifications. The University of British Columbia hires on the basis of merit and is committed to employment equity. We encourage all qualified persons to apply. For this position, Canadians and permanent residents of Canada will be given priority and preference. The position is subject to final budgetary approval. Applications should include a letter indicating clearly the applicants' potential contributions to the department, current curriculum vitae, evidence of teaching excellence, a sample of scholarly work, and the names of three references, including academic and professional. The complete application package should be sent by April 1, 2012 to: Professor Donald Fisher, Head, Department of Educational Studies, Faculty of Education, University of British Columbia, 2125 Main Mall, Vancouver, British Columbia, V6T 1Z4 Canada.

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■ **FINANCE — Cape Breton University.** Cape Breton University (CBU) delivers diploma and degree programs, including a BBA and an MBA-CED program. The Shannon School of Business is seeking a collaborative individual who has the potential to perform sponsored research, enrich teaching and contribute actively to the life of the School community. CBU invites applications for a tenure-track position starting July 2012 and a full-time term position (Aug '12 to May '13) in Finance at the rank of Assistant Professor, subject to budget approval. Duties include conducting research and teaching courses in areas such as, but not limited to, corporate finance, portfolio theory, investment management, options and futures, and international finance. Applicants should have a relevant PhD (or be near completion). Preference will be given to applicants who demonstrate commitment to research, teaching and other scholarly activities. Applicants are also expected to demonstrate commitment with regard to service to CBU, community and profession. Excellent communication skills are essential. The union affiliation of this position is with the CBU Faculty Association. Qualified candidates should send a letter of application quoting the reference number (tenure-track FIN1201/term-TRM1201), a complete dossier including curriculum vitae, copy of academic transcripts, evidence of teaching effectiveness, a sample of scholarly writing and three current letters of reference (sent directly to CBU) to the Human Resources Department at Cape Breton University, PO Box 5300, 1250 Grand Lake Road, Sydney, NS, Canada, B1P 6L2. Email: humanresources@ns.aliantzinc.ca. Website: www.cbu.ca. Applications must be received by 4:00 p.m. March 19, 2012. Email applicants will receive a return email confirming receipt. All qualified candidates are encouraged to apply; however, Canadian citizens and permanent residents will be given priority. CBU is an equal opportunities employer.

L

■ **LIBRARIAN (DIGITAL ASSETS) — York University.** York University Libraries are seeking an innovative and self-motivated individual for the position of Digital Assets Librarian in Bibliographic Services. Details: http://webapps.yorku.ca/academichiringviewer/viewposition.jsp?posrtion.number=1285. York University is an Affirmative Action Employer. The Affirmative Action Program can be found on York's website at www.yorku.ca/acadjobs or a copy can be obtained by calling the affirmative action office at 416-736-5713. All qualified candidates are encouraged to apply; however, Canadian citizens and Permanent Residents will be given priority. Temporary entry for citizens of the U.S.A. and Mexico may apply per the provisions of the North American Free Trade Agreement (NAFTA).

M

■ **MANAGEMENT — Cape Breton University.** Cape Breton University (CBU) delivers several diploma and degree programs, including the Master of Business Administration in Community Economic Development (MBA in CED) program. CBU invites applications for a tenure-track position in Management at the rank of Assistant Professor to commence July 2012, subject to budget approval. Duties include teaching and developing courses in areas such as organizational behavior, leadership, social leadership, and change management. Candidates should have a PhD, or its equivalent, and excellent communication skills. Individuals who are in the later stages of their graduate studies are encouraged to apply also. The School is seeking a collaborative individual who has the potential to perform sponsored research, enrich teaching, and contribute actively to the life of the school community. Applicants are expected to demonstrate potential and commitment with regard to teaching, research/creative/scholarly activities and service to Cape Breton University, community and profession. The union affiliation of this position is with the CBU Faculty Association. Qualified candidates should send a letter of application quoting the reference number (MBA1201), a complete dossier including curriculum vitae, copy of academic transcripts, evidence of teaching effectiveness, a sample of scholarly writing and three current letters of reference (sent directly to CBU) to the Human Resources Department at Cape Breton University, PO Box 5300, 1250 Grand Lake Road, Sydney, NS, Canada, B1P 6L2. Email: humanresources@ns.aliantzinc.ca. Website: www.cbu.ca. Applications must be received by 4:00 p.m. March 19, 2012. Email applicants will receive a return email confirming receipt. All qualified candidates are encouraged to apply; however, Canadian citizens and permanent residents will be given priority. CBU is an equal opportunities employer.

■ **MARKETING — Cape Breton University.** Cape Breton University (CBU) invites applications for a full-time term sabbatical replacement position in Marketing at the rank of Assistant Professor for the period August 2012 to May 2013. Responsibilities will include teaching marketing research and other marketing and management related courses possibly in areas such as, but not limited to, sustainable marketing, sales, and sales management. The School is seeking a collaborative individual who has the potential to perform research, enrich teaching, and contribute actively to the life of the school community. Applicants should have a PhD or a Masters degree in a related area, excellent communication skills, and teaching experience. The union affiliation of this position is with the CBU Faculty Association. Qualified candidates should send a letter of application quoting the reference number (MKT 1201), a complete dossier including curriculum vitae, copy of academic transcripts, evidence of teaching effectiveness, a sample of scholarly writing and three current letters of reference (sent directly to CBU) to the Human Resources Department at Cape Breton University, PO Box 5300, 1250 Grand Lake Road, Sydney, NS, Canada, B1P 6L2. Email: humanresources@ns.aliantzinc.ca. Website: www.cbu.ca. Applications must be received by 4:00 p.m. March 19, 2012. Email applicants will receive a return email confirming receipt. All qualified candidates are encouraged to apply; however, Canadian citizens and permanent residents will be given priority. CBU is an equal opportunities employer.

■ **MECHANICAL ENGINEERING (AUTOMOTIVE POWER TRAIN) — McMaster University.** A new era in engineering is unfolding in the Faculty of Engineering at McMaster University, one designed to address the needs of

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Laurentian is on the move. Undergraduate, graduate, international enrolments have all climbed to record levels, while our research profile and rankings are among the best in the country. Exciting new initiatives such as the opening of Canada's newest School of Architecture (cooperative program and community-design) and the launch of a new School of Mines are adding to the unprecedented momentum.

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- **Commerce (two tenure track positions)**
- **Native Human Services (one tenure track position)**

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Situé à Sudbury ainsi qu'à Barrie (Ontario), l'Université Laurentienne est un établissement dynamique de recherche et d'enseignement postsecondaire dont la population étudiante compte quelque 9 700 membres à temps partiel et à plein temps. Son mandat bilingue et triculturel sans pareil offre à la population étudiante, au personnel, au corps professoral et aux chercheurs un milieu exceptionnel de créativité, d'innovation et de découverte. Ses quelque 175 programmes d'études lui assurent une richesse et une diversité de connaissances qui sustentent une communauté d'universitaires très unie.

La Laurentienne est en perpétuel mouvement. Les inscriptions au premier cycle et aux cycles supérieurs tout comme les inscriptions d'étudiants étrangers ont atteint des chiffres record tandis que notre profil de recherche et nos classements sont excellents. Pour ajouter à cette lancée sans précédent, nous préparons de nouvelles initiatives dynamiques, telles que l'ouverture de la plus récente École d'architecture (programme d'enseignement coopératif et design communautaire) au Canada et le lancement d'une nouvelle École des mines.

L'Université Laurentienne est un établissement d'une grande vitalité qui offre actuellement les possibilités de carrière académique suivantes :

- **Architecture (plusieurs postes menant à la permanence)**
- **Sciences de l'activité physique (deux postes menant à la permanence)**
- **Commerce (deux postes menant à la permanence)**
- **Services sociaux pour les Autochtones (un poste menant à la permanence)**

De plus amples renseignements sur ces postes figurent à
www.postes.laurentienne.ca

LES DEMANDES SERONT EXAMINÉES À COMPTER DE LA MI-FÉVRIER 2012.

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CAREERS CARRIÈRES

Concordia University
Fine Arts

Concordia University's Faculty of Fine Arts

The Faculty of Fine Arts at Concordia University is seeking qualified applicants for limited-term appointments effective August 15, 2012 to May 31, 2013. Subject to budgetary approval, positions may be available in the following departments:

Art Education, Art History, Contemporary Dance, Creative Arts Therapies, Design and Computation Arts, Mel Hoppenheim School of Cinema, Music, Studio Arts and/or Theatre.

Appointments will be made at the rank of Lecturer or Assistant Professor, depending upon qualifications. Successful candidates will be expected to teach up to six courses during their initial 9.5-month appointment and up to seven courses per annum if reappointed.

Individuals holding limited-term appointments may be reappointed, given continued funding and need, as well as satisfactory job performance. Together, initial appointments and subsequent reappointments may not exceed 36 months or a span of three consecutive years.

For detailed information on qualifications and application procedures in each department, please refer to our website:
finearts.concordia.ca/officeofthedean/jobpostings

Positions are available until filled. Applications should be sent as soon as possible, but no later than March 1, 2012.

For more information on the Faculty, visit **finearts.concordia.ca**

All qualified applicants are encouraged to apply; however, Canadians and permanent residents of Canada will be given priority. Concordia University is committed to employment equity.

CAPE BRETON UNIVERSITY

Lockheed Martin Research Chair in Renewable Energy

CBU's Verschuren Centre for Sustainability in Energy and the Environment (CSEE) was created to inspire and facilitate interdisciplinary R&D in innovative energy solutions and managing the legacy of past industrial activity. The CSEE is focusing on four areas of opportunity: mine water management, environmental remediation, renewable energy, and clean carbon energy. Each theme will be lead by a Research Chair, who will engage with students and faculty at CBU, as well as other universities, and with industry.

CBU, in collaboration with their industrial partner, Lockheed Martin, invite applications from outstanding candidates for the Lockheed Martin Research Chair in Renewable Energy. The main focus of the CBU renewable energy research program is to increase the value of community renewable energy sources through innovation and integration.

Depending upon the qualifications and experience of the successful candidate, the position will be a tenured or tenure-track appointment in accordance with CBU's faculty association (CBUFA) collective agreement. Rank and salary will be commensurate with experience and qualifications.

All qualified candidates are encouraged to apply; however, Canadian citizens and permanent residents will be given priority. CBU is an equal opportunity employer.

To explore this opportunity further, please contact Jessa Chupik at Odgers Berndtson at 416-366-1990 x325, or confidentially by e-mail to jessa.chupik@odgersberndtson.ca or submit your application online at www.odgersberndtson.ca/en/careers/10632

CAPE BRETON UNIVERSITY
VERSCHUREN CENTRE FOR SUSTAINABILITY IN ENERGY & THE ENVIRONMENT
csee

Development Programs Co-ordinator, Department of Mathematics

This position is responsible for the operation of the Mathematics Help Centre and the design and delivery of non-credit programs aimed at assisting first-year students. You possess either a master's degree in Mathematics or an undergraduate degree in Mathematics with a Master of Education, as well as several years experience tutoring or teaching mathematics students at both the secondary school and university level. Strong interpersonal and leadership skills are essential. Deadline for applications is **March 12, 2012.**

For full details, please visit our website at **brocku.ca/hr-ehs**

Brock University

the 21st century. Guided by a new five-year strategic plan, the Faculty is committed to promoting socially responsible engineering, advancing research for a sustainable society and developing the global engineer of the future. To this end, the Department of Mechanical Engineering is seeking an outstanding individual for a tenure track position in Green Automotive Power Train research. Experience in one or more of the following areas is desirable: hybrid and electric power train technologies, internal combustion engines, prognostics and diagnostics, automotive control and mechatronics, energy storage, and batteries. The tenure-track appointment will be at the level of Assistant or Associate professor and will commence July 1, 2012. Applicants will hold a doctorate in Mechanical Engineering or a related branch of engineering. Applicants must demonstrate a successful record of research, reflected in extramural grant acquisition and publication in high quality peer-reviewed journals. The recruited individual will teach both undergraduate and graduate level courses, develop graduate level courses, and support departmental growth in automotive research. He/she will also be expected to establish a strong externally funded research program, supervise graduate students, and foster the already existing collaborations with other departments. Letters of application, accompanied by the applicant's curriculum vitae, and the names and addresses of at least three references are to be sent to: Professor S. Habibi, Chair, Department of Mechanical Engineering, JHE Rm. 316, McMaster University, Hamilton, Ontario, Canada, L8S 4L7; e-mail: chairme@mcmaster.ca. Applications will be accepted until the position has been filled. All qualified candidates are encouraged to apply; however, Canadian citizens and permanent residents will be given priority. McMaster is strongly committed to employment equity within its community, and to recruiting a diverse faculty and staff. The University encourages applications from all qualified candidates, including women, members of visible minorities, Aboriginal persons, members of sexual minorities, and persons with disabilities.

UBC
OKANAGAN

Dean, Faculty of Health & Social Development

UBC's Okanagan Campus seeks to appoint a Dean for the Faculty of Health and Social Development. The Faculty of Health and Social Development comprises the School of Nursing, the School of Social Work, and the School of Health and Exercise Sciences, each of which has a Director. The Faculty offers undergraduate and graduate degrees in each area. For more information on the Faculty, please visit **www.ubc.ca/okanagan/hsd**

UBC's Okanagan campus provides an intimate learning community where learners become global citizens through interaction with each other, with faculty and staff, with their community and the world. The campus is home to Faculties of Arts and Sciences, Creative and Critical Studies, Health and Social Development, Education, Management, Engineering, and Medicine. More than 300 faculty members contribute to research and to the education of over 7,000 undergraduate students and nearly 700 graduate students. Students at UBC Okanagan come from across Canada and from 80 countries around the world.

Reporting to the Provost at UBC Okanagan, the Dean is responsible for the supervision and administration of all activities of the Faculty. The Dean will provide strong and innovative leadership within the Faculty, and will have the skills and experience to develop strategy and to bring people together around a common purpose and direction.

The ideal candidate will have significant experience in university administration, and will have a track record of operating creatively and effectively in a complex and challenging environment. Candidates must also possess strong academic qualifications; a record of excellence in teaching and research; a commitment to inter-professional education; senior-level budgetary experience; and knowledge of fundraising and external relations.

Consideration of candidates will begin in February 2012, with the new Dean to take office as early as August 2012 or at a mutually agreed upon date.

UBC Okanagan is located in the City of Kelowna, which serves as the transportation, business and service hub of the Okanagan Valley in central British Columbia. Kelowna's international airport is directly connected to major cities in Western Canada and to other North American air traffic hubs, including Toronto and Seattle. The region is known for its beautiful mountains, lakes, pine forests, orchards, vineyards, sandy beaches, moderate climate, and superb amenities.

UBC hires on the basis of merit and is committed to employment equity. All qualified persons are encouraged to apply. We especially welcome applications from members of visible minority groups, women, Aboriginal persons, persons with disabilities, persons of minority sexual orientations and gender identities, and others with the skills and knowledge to engage productively with diverse communities. While government regulations require that priority be given to Canadians and permanent residents, we encourage all qualified persons to apply.

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CAREERS CARRIÈRES

N

■ **NURSING — University of Western Ontario** The Faculty of Health Sciences, Arthur Labatt Family School of Nursing at The University of Western Ontario invites applications for 1 full-time faculty position: 1 FULL-TIME LIMITED TERM POSITION. The University of Western Ontario (www.uwo.ca) is one of Canada's leading research-intensive universities. It is located in London, Ontario, with a vibrant population of 385,000. London is also renowned for its academic and quaternary care health sciences centre. The Arthur Labatt Family School of Nursing is one of six schools in the Faculty of Health Sciences and offers seven educational programs at undergraduate and graduate levels. The School currently has three undergraduate programs: the 4-year BScN program, planned and offered collaboratively with Fanshawe College; the 19-month BScN Compressed Time Frame Program, open to students with at least 10 university credits; and the BScN program for Registered Nurses whose last intake was 2008. The three graduate programs include a PhD in Nursing, a Master of Science in Nursing, and a Master of Nursing that is combined with the provincial Primary Health Care Nurse Practitioner Program. The undergraduate curricula are concept-based and emphasize nursing as the promotion of health and healing using a strengths-based practice approach. A new 4-year undergraduate curriculum will be implemented in September, 2012. The School has a number of committed partnerships with leading practice centers across Ontario. Practice setting opportunities are normally provided in health care and community agencies throughout London and the Southwest Local Health Integration Network, and beyond. Simulated learning environments in the School facilitate development, application, and integration of professional knowledge, skills, and abilities in a safe environment, preparing students for practice readiness. Support for nursing faculty research development is available through the Nursing Research Unit and the University regularly offers programs to enhance faculty teaching. The term of this position may be up to 5 years and may be renewed pending review and programmatic needs. The successful candidate for this teaching position will support the continuing evaluation and delivery of the BScN Collaborative and BScN Compressed Time Frame undergraduate programs as reflected by School needs. The successful candidate will be responsible for classroom, laboratory, and clinical teaching, scholarly activity, and service provision to the university and external community. At minimum, this position requires a MScN degree in Nursing; a PhD is preferred. A learner-centered philosophy of teaching, learning, and evaluation; strong understanding and demonstrated application of adult learning principles; teaching experience; recent nursing practice experience in child and family health; and foundational preparation in research and scholarship are required. Knowledge and expertise in teaching and learning in flexible learning and simulated learning environments are assets. Membership in the RNAO is an expectation and a certificate of registration with the College of Nurses of Ontario is required. Please quote Number HS 119 on all correspondence. The effective date of appointment is July 1, 2012. Applications are invited immediately and the position will be open until it is filled. Please send a detailed curriculum vitae, a cover letter, and the names of three academic referees to: Dr. Mary-Anne Andrusyszyn, Director, Arthur Labatt Family School of Nursing, Faculty of Health Sciences, Room H125, Health Sciences Addition, The University of Western Ontario, London, Ontario, N6A 5C1; Website: http://www.uwo.ca/fhs/nursing. The deadline for receipt of applications is March 6, 2012. Positions are subject to budget approval. Applicants should have fluent written and oral communication skills in English. All qualified candidates are encouraged to apply; however, Canadians and permanent residents will be given priority. The University of Western Ontario is committed to employment equity and welcomes applications from all qualified women and men, including visible minorities, aboriginal people and persons with disabilities.

P

■ **PSYCHOLOGY — Cape Breton University.** Cape Breton University (CBU) invites applications for a full-time term sabbatical replacement position in Psychology at the rank of Assistant Professor for the period August 2012 to April 2013. The ideal candidate will be prepared to teach 18 credits from among the following: Introductory Psychology (6 credits), Developmental Psychology (6 credits) Learning (3 credits), Physiological Psychology (3 credits), and Drugs and Behavior (3 credits). Applicants should have a PhD in Psychology and teaching experience with Introductory psychology. The ability to engage in research and supervise honors student research during the term of the appointment would be an asset. Applicants are expected to demonstrate potential and commitment with regard to teaching, research/creative/scholarly activities and service to Cape Breton University, community and profession. The union affiliation of this position is with the CBU Faculty Association. Qualified candidates should send a letter of application quoting the reference number (PSY1201), a complete dossier including curriculum vitae, copy of academic transcripts, evidence of teaching effectiveness, a sample of scholarly writing and three current letters of reference (sent directly to CBU) to the Human Resources Department at Cape Breton University, PO Box 5300, 1250 Grand Lake Road, Sydney, NS, Canada, B1P 6L2. Email: humanresources@ns.alliantzinc.ca. Website: www.cbu.ca. Review of applications will commence March 19, 2012. However, the position will remain open until it is filled. Email applicants will receive a return email confirming receipt. All qualified candidates are encouraged to apply; however, Canadian citizens and permanent residents will be given priority. CBU is an equal opportunities employer.

■ **PSYCHOLOGY (FORENSIC PSYCHOLOGY) — Carleton University.** The Department of Psychology at Carleton University invites applications from qualified candidates for a one-year term position in Forensic Psychology, at the rank of Instructor, beginning July 1, 2012. Applicants should have a MA or PhD with some experience in teaching in the forensic psychology area. The successful candidate will also be expected to supervise honours students in the forensic psychology area. The Department is interested in recent graduates with an expertise in the area of forensic psychology. Teaching load would be three courses in the Fall term, three courses in the Winter term, and one course in the Spring/Summer term and supervision of honours psychology students. Courses would include second- and third-year courses in forensic psychology and criminal behaviour. The Department of Psychology offers opportunities to explore psychology's major fields including Health, Developmental, Cognitive, Forensic, and Personality/Social. We also have intellectual ties with academic units offering degrees in Cognitive Science, Child Studies, Criminology and Criminal Justice, Human Computer Interaction and Neuroscience. Carleton has offered undergraduate degrees in Psychology since 1953 and graduate degrees in Psychology since 1961. The Department of Psychology currently offers undergraduate programs in the Faculty of Arts and Social Sciences, as well as the Faculty of Science. Graduate programs in psychology are offered at the master's and doctoral level. Further information on the department is available at http://www2.carleton.ca/psychology. Please send applications to: Chair, Department of Psychology, Carleton University, 1125 Colonel By Drive, Ottawa, ON, K1S 5B6; Fax: 613-520-3667. Applications should include a curriculum vitae, a statement outlining current and future research interests, examples of any publications and materials relevant to teaching experience. Interviews will include a lecture on a topic in forensic psychology. Applicants should ask three referees to write letters directly to the Chair. Applications will be considered after March 1, 2012, or until the position is filled. Located in Ottawa, Ontario, Carleton University is a dynamic research and teaching institution with a tradition of leading change. Its internationally recognized faculty, staff, and researchers provide more than 24,000 full- and part-time students from every province and more than 100 countries around the world with academic opportunities in more than 65 programs of study. Carleton's creative, interdisciplinary, and international approach to research has led to many significant discoveries and creative work in science and technology, business, governance, public policy, and the arts. As an innovative institution, Carleton is uniquely committed to developing solutions to real world problems by pushing the boundaries of knowledge and understanding daily. Minutes from downtown, Carleton University is located on a beautiful campus in the central portion of Ottawa, bordered by the Rideau River on one side, and the Rideau Canal on the other. With over 12 national museums and the spectacular Gatineau Park close by, there are many excellent recreational opportunities for individuals and families to enjoy. The City of Ottawa itself, with a population of almost one million, is Canada's capital city and reflects the country's bilingual and multicultural character. Carleton's location in the nation's capital provides many opportunities for research with groups and institutions that reflect the diversity of the country. Carleton University is strongly committed to fostering diversity within its community as a source of excellence, cultural enrichment, and social strength. We welcome those who would contribute to the further diversification of our faculty and its scholarship including, but not limited to, women, visible minorities, Aboriginal peoples, persons with disabilities, and persons of any sexual orientation or gender identity. All qualified candidates are encouraged to apply. Canadians and permanent residents will be given priority. All positions are subject to budgetary approval.

S

■ **SPORTS & HUMAN KINETICS — Cape Breton University.** The Department of Community Studies at Cape Breton University invites applications for a tenure-track position in Community Studies and Sport & Human Kinetics at the rank of Assistant Professor to commence July 2012, subject to budget approval. The department has an inter-disciplinary faculty that is responsible for the delivery of the core courses in Community Studies (COMS) and the Sports and Human Kinetics courses (SPHK), both of which are part of the innovative Bachelor of Arts Community Studies degree. The pedagogy for COMS courses can best be described with terms such as experiential, self directed, small group focussed, and career preparation. SPHK courses are offered in a more traditional manner. However, the COMS pedagogy is also employed where appropriate. The successful candidate will have a PhD in an area that enables her/him to teach courses in both disciplines. The teaching load may include both on campus and online courses. The successful candidate will also have an established research program and be expected to pursue community based research in the area of SPHK. A demonstrated commitment to service is also an important requirement. Applicants are expected to demonstrate potential and commitment with regard to teaching, research and scholarly activities, and service to CBU, community and profession. The union affiliation of this position is with the CBU Faculty Association. Qualified candidates should send a letter of application quoting the reference number (KIN1201), a complete dossier including curriculum vitae, copy of academic transcripts, evidence of teaching effectiveness, a sample of scholarly writing and three current letters of reference (sent directly to CBU) to the Human Resources Department at Cape Breton University, PO Box 5300, 1250 Grand Lake Road, Sydney, NS, Canada, B1P 6L2. Email: humanresources@ns.alliantzinc.ca. Website: www.cbu.ca. Applications must be received by 4:00 p.m. March 26, 2012. Email applicants will receive a return email confirming receipt. All qualified candidates are encouraged to apply; however, Canadian citizens and permanent residents will be given priority. CBU is an equal opportunities employer.

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McGill

Tenure-Track Position, Kinesiology
Department of Kinesiology & Physical Education

The Department of Kinesiology and Physical Education (http://www.mcgill.ca/edu-kpe/), housed in the Faculty of Education at McGill University invites applications for a tenure track position at the **Assistant or Associate Professor** rank, effective August 1, 2012.

We are seeking an individual with research expertise in neurosciences who will be able to contribute to the department's international reputation through involvement in a new Research Center for Physical Activity and Health. Preference will be given to candidates with a research emphasis on neural plasticity as it relates to preventing or reducing impairments in motor function associated with aging and disease, and whose interests complement and extend existing research activities. A common research theme in the department is the relation between physical activity and health. This is currently being investigated from several different perspectives including psychosocial determinants of participation in health behaviors, clinical exercise physiology and neuromechanics of movement. Current research in the department is conducted primarily with human subjects.

The successful candidate will have a demonstrated research track record and will be expected to teach in the areas of motor development and motor disorders at the undergraduate and graduate levels, supervise Master's and Doctoral students and obtain external funding for research.

The application deadline is **March 1, 2012** or until a suitable candidate is appointed. Persons wishing to be considered for this position should forward a statement of research interests, a statement of teaching philosophy and interests, curriculum vitae, and three letters of recommendation to: **Professor Theodore Milner, Chair, Department of Kinesiology and Physical Education, McGill University, 475 Pine Ave West, Montreal, Quebec, Canada H2W 1S4**. Electronic submissions are accepted and should be forwarded to: **theodore.milner@mcgill.ca**

English is the language of instruction at McGill, but knowledge of French is an asset. In accordance with Canadian immigration requirements, this advertisement is directed to citizens or permanent residents of Canada. However, all qualified candidates are encouraged to apply. McGill University is committed to equity in employment, and encourages applications from women and men, persons with disabilities, members of visible minorities, and aboriginal persons.

www.mcgill.ca

McMaster University

Provost and Vice-President (Academic)

McMaster University invites nominations and applications for the position of Provost and Vice-President (Academic).

McMaster University's collaborative research community and its distinctive approach to teaching are the basis of its international reputation for innovation and highly rated student experience. Located in Hamilton, Ontario, the University offers a full range of programs to over 24,000 full-time and over 4,000 part-time students. There are approximately 7,400 faculty and staff. With an operating budget of $500 million, annual expenditures from all funds exceed $850 million, including more than $395 million in research funding. McMaster is consistently ranked as one of Canada's top universities.

The Provost and Vice-President (Academic) is the senior Vice-President and Chief Academic Officer of the University and reports to the President and Vice-Chancellor. The Provost is accountable to the President and Senate for the academic administration, planning and development of the University. The Provost will ensure that initiatives reinforce McMaster's commitment to being Canada's leading student-centred, research-intensive university and are consistent with the University's mission and goals. The Provost will lead in academic planning and priority-setting and will carry overall responsibility for high-quality student services and for faculty recruitment, retention, development and advancement. Further, the Provost will lead in University-wide planning and budget processes.

The successful candidate for this key position will have proven leadership qualities; strong academic credentials; a commitment to innovation and excellence in research, education and administration; the ability to imagine, and foster, change in the interests of academic excellence; and a deep commitment to a student-centred, research-intensive university. For more information about the University, consult the website at **http://www.mcmaster.ca**.

The appointment will be for a renewable five-year term beginning July 1, 2012 or as soon thereafter as possible. Nominations and applications should include a *curriculum vitae* and be submitted in confidence to the address shown below. The search committee will begin reviewing expressions of interest in February.

McMaster University is committed to employment equity and encourages applications from all qualified candidates, including women, members of visible minorities, Aboriginal people, members of sexual minorities and persons with disabilities. Applicants are encouraged to self-identify in their applications or inquiries.

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CAREERS CARRIÈRES

COLLEGE OF NURSING

UNIVERSITY OF SASKATCHEWAN

FACULTY POSITIONS

To meet the dynamic and exciting growth of our nursing programs, tenure-track and limited-term faculty positions are available at our Saskatoon and Regina campuses. We are seeking professional, innovative, and team-oriented faculty to join our community of scholars to push the boundaries of nursing knowledge and education.

Candidates for tenure-track faculty positions should be doctorally prepared, or near completion (PhD or equivalent), and have an identified program of research/scholarship. Tenure-track positions are available at the rank of Assistant, Associate, and Full Professor. Candidates for limited-term Lecturer positions will have a minimum of a Master's preparation. We particularly encourage applications from nurse practitioners for either tenure-track or limited-term positions. All candidates should have at least one degree in nursing and be eligible for RN or RN(NP) registration in Saskatchewan.

The College of Nursing offers high quality student-centered undergraduate education and graduate programs at both the Masters and PhD levels including the primary health care nurse practitioner option. The College of Nursing is proud to have one of the largest Aboriginal nursing enrollments in Canada.

Construction is underway for a new, state-of-the-art health sciences facility at the University of Saskatchewan in Saskatoon. We have a vibrant, supportive research community. To learn more about our areas of excellence, please visit our website at www.usask.ca/nursing/research/community.

To learn more about these positions and our College of Nursing, please visit the website at **www.usask.ca/nursing** or contact the Search Committee care of **Raeleen Wilson** at **(306) 966-6768** and/or **e-mail raeleen.wilson@usask.ca.**

Typically start dates are July 1 with the selection process occurring in the winter term. Applications will continue to be accepted until the positions are filled. Applications should be submitted electronically. Please send a letter of introduction, curriculum vitae, and the names and contact information of three referees willing to provide a letter of reference.

The University of Saskatchewan is committed to Employment Equity. Members of Designated Groups (*women, Aboriginal people, people with disabilities and visible minorities*) are encouraged to self-identify on their applications. *All qualified candidates are encouraged to apply; however, Canadians and permanent residents will be given priority.*

Division of Community Health and Humanities
FACULTY OF MEDICINE

MEMORIAL UNIVERSITY

Assistant Professor Health Ethics

The Division of Community Health and Humanities, Memorial University invites applications for a tenure-track appointment in **Health Ethics**.

The appointment will be at the Assistant Professor level although initial rank and salary will be commensurate with qualifications and experience. The appointment is for a tenure-track position subject to budgetary approval.

The successful candidate's responsibilities will include teaching and related activities in the ethics undergraduate, graduate, and post-graduate programs in the Faculty of Medicine; establishing an independent, externally-funded program of research; and participation in service activities.

The successful candidate will join a team of ethicists, to participate in clinical ethics activities through a contractual arrangement with the Eastern Regional Health Authority and the newly established Provincial Health Ethics Network of Newfoundland and Labrador (PHENNL). These clinical ethics activities include ethics education, policy development, and ethics consultation on clinical and administrative cases in Newfoundland and Labrador's four regional health authorities as part of PHENNL.

Candidates should hold a PhD in a relevant field. Post-graduate training and clinical ethics experience in a medical or hospital setting would be an asset. The candidate's area of research should fall within the mandate of the Division. **http://www.med.mun.ca/CommunityHealth/About-Us.aspx**.

Applications should be addressed to:
Dr. Shree Mulay, Associate Dean,
Division of Community Health and Humanities
Faculty of Medicine, Memorial University of Newfoundland
St. John's, NL, A1B 3V6

Applications can be submitted electronically to **smeadus@mun.ca** or by fax: **(709) 777-73B2**.
Please state **reference # VPA-MEDI-2011-002** in your application package.

The application package should include curriculum vitae, contact details of three referees, a letter of application giving an overview and discussion of qualifications and interests as they relate to the position along with statements of teaching philosophy and research interests, and one sample of scholarly writing.

Applications will be accepted until **March 31, 2012**.

The Faculty of Medicine is located in the Health Science Centre on the campus of Memorial University. This facility also houses the Schools of Nursing and Pharmacy, the Health Science Library, the General Hospital, the H. Bliss Murphy Cancer Centre, and the Janeway Children's Hospital. The integrated complex allows for close working relationships in both research and teaching among the Faculties of Medicine and the Schools of Nursing and Pharmacy.

Memorial University is the largest university in Atlantic Canada. As the province's only university, Memorial plays an integral role in the education and cultural life of Newfoundland and Labrador. Offering diverse undergraduate and graduate programs to almost 17,000 students, Memorial provides a distinctive and stimulating environment for learning. St. John's is a safe, friendly city with great historic charm, a vibrant cultural life, and easy access to a wide range of outdoor activities.

Memorial University is committed to employment equity and encourages applications from qualified women and men, visible minorities, aboriginal people, and persons with disabilities. All qualified candidates are encouraged to apply; however, Canadian citizens and permanent residents will be given priority.

UBC THE UNIVERSITY OF BRITISH COLUMBIA

FACULTY OF EDUCATION

Tier 2 Canada Research Chair in Race, Inequalities and Global Change

Department of Educational Studies

The Faculty of Education at the University of British Columbia invites applications for a **Tier 2 Canada Research Chair in Race, Inequalities and Global Change** that will be located in the Department of Educational Studies. The Canadian Research Chairs Program (http://www.chairs.gc.ca) has been established by the Canadian Federal Government with the purpose of attracting outstanding researchers to the Canadian university system. The successful candidate will be expected to have a strong record of scholarship and a commitment to research leadership. Candidates for Tier 2 Chairs are described by the Canadian Research Chairs Program as "exceptional emerging researchers, acknowledged by their peers as having the potential to lead in their field". This is a full-time tenure track position at the rank of Assistant or Associate Professor.

The Department of Educational Studies within the Faculty of Education at UBC is a multi-disciplinary unit that includes a rich, diverse group of researchers. A major emphasis of the Department is on issues pertaining to the social sciences and humanities, and global justice and equity across the spectrum of education, including educational institutions, communities, the workplace, and other contexts. As a place of scholarly excellence, we seek to fulfill major commitments to both undergraduate and graduate programs in education, enrolling large numbers of students at the magistral and doctoral level. Department graduate programs include specializations in Higher Education; Adult Learning and Education; Educational Administration and Leadership; Society, Culture and Politics in Education; and Indigenous Education.

The Faculty of Education within The University of British Columbia offers a comprehensive set of programs at the baccalaureate, magisterial and doctoral levels. In addition to the Department of Educational Studies, the Faculty includes the Department of Language and Literacy Education, the Department of Educational and Counselling Psychology, and Special Education, the Department of Curriculum and Pedagogy, and the School of Kinesiology, as well as various cross Faculty initiatives including the Centre for Cross Faculty Inquiry. The Faculty is a leader in Indigenous Education. For further details about the Faculty, please visit our website at www.educ.ubc.ca.

We are seeking candidates who can contribute to multiple programmatic areas and who come with a broadly critical orientation. Specifically, candidates should be able to contribute to contemporary debates on the new social, political, cultural and economic configurations of racial inequality and the cultural and economic politics of racism in the context of globalization. We encourage applications from scholars representing a wide range of ideological, theoretical, methodological, and interdisciplinary approaches, whose expertise spans the following areas: 1) The study of racial inequalities and formations as inseparable from other social formations (e.g. class, gender, dis/ability, age, and sexuality); 2) Cultural studies of educational policies, practices and/or pedagogies, 3) Critical policy studies illuminating the cultural and ideological struggle in which education is located.

Applicants' proposed research program should address one or more of the priority areas noted above as well as the related goals and strategic strategies contained in UBC's strategic statement, "Place and Promise" (http://strategicplan.ubc.ca/).

UBC hires on the basis of merit and is committed to employment equity. All qualified persons are encouraged to apply. All Canada Research Chair positions are subject to review and final approval by the Canada Research Chair Secretariat. Canada Research Chairs are open to individuals of any nationality; offers will be made in accordance with Canadian immigration requirements associated with the Canada Research Chairs program. Interested individuals should send a CV, list of publications, description of proposed research and interests, and the names, contact information and qualifications of six referees to: **Dr. Blye Frank, Dean, Faculty of Education, the University of British Columbia, 2125 Main Mall, Vancouver, BC V6T 1Z4, Canada.** The deadline for applications is **April 15, 2012.**

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www.**yorku**.ca/acadjobs

York University is the leading interdisciplinary research and teaching university in Canada. York offers a modern, academic experience at the undergraduate and graduate level in Toronto – Canada's most international city. The third-largest university in the country, York is host to a dynamic academic community of 62,000 students, faculty and staff, as well as 240,000 alumni worldwide. York's 10 Faculties and 28 research centres conduct ambitious, groundbreaking research that is interdisciplinary, cutting across traditional academic boundaries.

Schulich School of Business

TENURE-STREAM FACULTY POSITION

ORGANIZATION STUDIES

The Schulich School of Business at York University is seeking an outstanding scholar in Organizational Behaviour for a tenure-stream position at the rank of Senior Assistant or Associate Professor, effective **July 1, 2012**. Preferred candidates will have: a proven track record of leadership in the field; a PhD in Organization Studies or a related area; an outstanding and ongoing program of academic research and publishing in top-tier journals in organizational behaviour/organizational theory; a willingness and an abiltty to contribute to the doctoral program and help build the Area; experience in teaching doctoral-level courses and in advising and supervising doctoral students; evidence of teaching effectiveness within a business school at all levels, from undergraduate to graduate; and eligibility for prompt appointment to the Faculty of Graduate Studies.

Salary and benefits are competitive. All York University positions are subject to budgetary approval. Applicants should send an application letter, a curriculum vitae, samples of research papers, three letters of reference, and information regarding teaching to: **Professor Pat Bradshaw, Organization Studies Area Coordinator, Schulich School of Business, York University, 4700 Keele Street, Toronto, Ontario, Canada, M3J 1P3. E-mail: pbradshaw@schulich.yorku.ca.** Deadline for applications is **March 31, 2012.**

York University is an Affirmative Action Employer. The Affirmative Action Program can be found on York's web site at **www.yorku.ca/acadjobs** or a copy can be obtained by calling the affirmative action office at **416.736.5713**. All qualified candidates are encouraged to apply; however, Canadian citizens and permanent residents will be given priority.

Schulich School of Business York University

YORK UNIVERSITÉ UNIVERSITY

redefine THE POSSIBLE.

CAREERS CARRIÈRES

advanced MEDICAL IMAGING — EFW Radiology

PERINATOLOGIST

Calgary Alberta, Canada

EFW Radiology (in Calgary, Alberta) invites applications for the position of Perinatologist in their Maternal-Fetal-Medicine practice.

The successful candidate will join four experienced Perinatologists providing consultative tertiary care for the obstetrical population in southern Alberta. Our outpatient MFM clinics are located in Calgary which has a population of approximately 1.2 million people. The obstetrical population of Calgary has approximately 18,000 deliveries per year. The southern Alberta catchment area includes another 300,000 population.

The MFM group in EFW Radiology represents a successful and unique collaboration between EFW Radiology and Maternal-Fetal-Medicine. The MFM group provides the highest quality care as a tertiary consultative practice, including investigations and procedures focusing on prenatal consultation and ultrasound evaluation during pregnancy.

As a successful candidate, you will have established clinical credibility as a Perinatologist with demonstrated ability to work with a team, advanced interpersonal communication skills and a commitment to delivering innovative perinatal care. You will also support the academic mission of the Departments of Obstetrics & Gynecology and Diagnostic Imaging by demonstrating support for educational and research programs. This position is available on or before April 1, 2012. A successful candidate will be considered for clinical appointments in the Departments of Obstetrics & Gynecology
and Diagnostic Imaging.

Qualifications include an MD or equivalent, specialist certification in Obstetrics & Gynecology, eligibility for licensure in the Province of Alberta and completion of a recognized Fellowship in Maternal-Fetal Medicine.

Please submit your curriculum vitae, a statement of introduction and interest and three references by March 31, 2012 to:

Dr. Gregory T. Connors
Head, MFM Group, EFW Radiology
Southern Alberta Centre for Maternal-Fetal Medicine
Suite 100, 3280 Hospital Drive NW
Calgary, Alberta T2N 4N1
Canada

If you have any questions regarding this posting, please email Dr. Connors:
Greg.Connors@efwrad.com

In accordance with Canadian Immigration requirements, priority will be given to Canadian citizens, and permanent residents of Canada. EFW Radiology respects, appreciates and encourages diversity.

We wish to express our appreciation to all applicants for their interest and effort in applying for this position and advise that only candidates selected for interviews will be contacted.

McGill

Research Associate, Materials Modeling
Department of Chemical Engineering

A full-time **Research Associate** position is available at McGill University, in the Department of Chemical Engineering. We are looking for a highly motivated and experienced Research Associate to join a collaborative high performance computing project between Professors Linda Reven (Department of Chemistry), Professor Nikolas Provatas (Physics) and Professor Alejandro Ray (Department of Chemical Eng.) starting March 2, 2012. The full time position period is for March 2, 2012–December 31, 2012.

The candidate must have a PhD in Chemical Engineering, Physics, or Materials Science and the following skills:

(1) Working knowledge of high performance computing platforms/hardware/software, including parallel computing, using/writing/ running ab-initio, molecular dynamics, and Monte Carlo codes for soft matter materials, and 3D computer visualization of large data sets.

(2) Working knowledge of HPC facility management

(3) Experience in multiscale materials modelling in some of the following areas: thermodynamics/transport in structured fluids, soft matter materials, liquid crystals, colloids, nanocomposites, polymers.

(4) Firm theoretical background in material physics, soft matter materials, molecular thermodynamics, polymer physics, statistical physics, quantum mechanics, rheology, defect physics, pattern formation, and nonlinear dynamics.

Good written and oral communication skills are essential. The Research Associate will be working on several multidisciplinary projects involving modeling of structure, function, and pattern formation in soft matter-based nanomaterials synthesized by Professor Raven in the Chemistry Department and simulated in collaboration with Professor Provatas. The salary will be negotiable, according to qualifications and experience.

Please send your CV, including contact information of 3 references (address, phone, and email) to: **Professor Alejandro D. Ray, Department of Chemical Engineering, alejandro.ray@mcgill.ca**, before **March 1, 2012**

McGill University is committed to equity in employment and diversity. It welcomes applications from Aboriginal persons, persons with disabilities, ethnic minorities, persons of minority sexual orientation or gender identity, visible minorities, women, and others who may contribute to diversification. All qualified applicants are encouraged to apply; however, Canadians [illegible]

www.mcgill.ca

WILFRID LAURIER UNIVERSITY Waterloo | Brantford | Kitchener | Toronto

LAURIER
Inspiring Lives.

Wilfrid Laurier University is a vibrant, medium-sized university in southern Ontario, Canada, with an established reputation and deep commitment to intellectual excellence. Laurier seeks applicants for one Tier I Canada Research Chair and three Tier II Canada Research Chairs in the following areas. All three Tier II chairs will have the opportunity to be cross-appointed to the School of International Policy and Governance, the Laurier academic unit of the Balsillie School of International Affairs.

Canada Research Chair in Water Science (Tier I): The applicant for this position will have internationally recognized expertise and have significantly contributed to the scientific knowledge base needed for informed and sustainable management of water resources in boreal and tundra ecosystems. The Chair will help focus research programs in the Faculties of Arts and Science on common themes of water resources in northern ecosystems and will work with a group of biologists, physical geographers and chemists at Laurier in an integrated water research program. Laurier is home to the Cold Regions Research Centre and the Institute for Water Science and has recently signed a ten-year research and training agreement with the Government of the Northwest Territories.

Canada Research Chair in Comparative Federalism and Multilevel Governance (Tier II): Based in the Department of Political Science, the successful applicant will help integrate and focus research programs on federalism and multilevel governance as they relate to international public policy, global social governance, or conflict and security. In particular, the CRC holder will undertake research that specifically addresses the issues of countries with significant democratic and ethnic/linguistic/religious cleavages. The Chair is expected to strengthen the growing reputation of the university as a major centre for the study of comparative federalism and multilevel governance in Canada and abroad and should have a proven ability to work with scholars, government researchers, policy makers and NGOs in these areas.

Canada Research Chair in Public Health/Epidemiology (Tier II): The Department of Kinesiology & Physical Education and the Health Sciences program are seeking applicants for a Tier II CRC in the areas of health sciences, public health, epidemiology, and/or government public health policy. The successful candidate will develop and expand research collaborations in areas such as health promotion and disease prevention; physiological, behavioural or social risk factors of chronic disease; program evaluation of health services targeting specific populations; and/or development, implementation, or evaluation of public health policy.

Canada Research Chair in Financial Markets (Tier II): Laurier's School of Business & Economics is looking for an exceptional emerging scholar who can support development of research in the areas of financial markets, market microstructure and regulation. In an era when securities markets around the world are increasingly interlinked, Laurier recognizes the pressing need to better understand issues of market structure and securities regulation. The Chair will develop a stream of research to provide information to governments on effective regulation in this period of rapid innovation in securities trading. The Chair will also have the opportunity to build on expertise in the areas of central banking and international financial governance at the Centre for International Governance Innovation (CIGI), a think-tank affiliated with the University of Waterloo and Wilfrid Laurier University.

Detailed descriptions of the positions and instructions for applying can be found at: http://info.wlu.ca/academic/postings. For first consideration, applications should be received by February 28, 2012. Review of applications will begin immediately.

Following the internal selection processes, nominees will be selected to apply to the competitive Canada Research Chair process. Tier I CRC nominees must be outstanding researchers acknowledged by their peers as world leaders in their fields and will be hired at the associate or full professor level. Tier I chairs are tenable for seven years and are renewable. Tier II CRC nominees must be exceptional emerging scholars with the necessary qualifications, including a PhD within the past ten years, to be hired at the assistant or associate professor level. Tier II CRCs are tenable for five years and are renewable once. For more information on the Canada Research Chairs program, please see http://www.chairs-chaires.gc.ca/.

Wilfrid Laurier University is committed to employment equity and values diversity. We welcome applications from qualified women and men, including persons of all genders and sexual orientations, persons with disabilities, Aboriginal persons, and persons of a visible minority. All qualified candidates are encouraged to apply; however, Canadians and permanent residents will be given priority.

75 University Avenue West, Waterloo, ON N2L 3C5 wlu.ca

BOOKSHELF
COIN DES LIVRES

IN REVIEW

Not Drowning but Waving
Women, Feminism and the Liberal Arts

Susan Brown, Jeanne Perreault, Jo-Ann Wallace & Heather Zwicker, eds. Edmonton, AB: University of Alberta Press, 2011; 472 pp; ISBN: 978-0-BBB64-550-0, paper $39.95 CAD.

Reviewed by SHANNON OEA

I RECENTLY took part in my first triathlon. The event begins with the swim and I had heard the other swimmers can be aggressive. But in the water, surrounded by other 40-something women, I found the opposite. When one swimmer bumped into another, she'd often smile and chat for a moment before moving on. In many respects, *Not Drowning But Waving* parallels this experience — the waters are friendly but crowded, and the crowding lends to confusion.

The anthology features papers based on presentations at a 2006 conference at the University of Alberta in honour of Patricia Clements, U of A's first female dean of arts. The resulting chapters span a wide range of topics in three broad categories: women in Canadian academe, the wave theory of feminism, and feminist activism in the broader community. Accordingly, the book is divided into sections, each focusing on one of these areas.

The first of these, "Not Drowning," gathers 10 chapters exploring such topics as feminist institutional history, changing demands on university workers, and work-life balance. Among these, Clements' memoir, "My World as in My Time," is gripping and unlikely to leave any university woman unmoved. A clear-eyed chronicle of Clements' often difficult path from rural Saskatchewan to the dean's office and her work there to improve equity on campus and to cope with the conservative backlash to her equity work, this chapter should be mandatory reading for Canadian academics.

Other outstanding contributions include Heather Zwicker's bracingly candid, engagingly written consideration of the causes, phenomenology and unexpected lessons of academic burnout, "Things We Gained in the Fire," and "Desperately Seeking Equity." Louise Forsyth's account of the court challenge of the Canada Research Chairs Program by Forsyth and her seven co-complainants. Cecily Devereux's "What to Expect When You're Not Expecting" challenges the view that it is women's biological destiny to bear children that prevents them from reaching the upper echelons of institutions. Devereux urges that if it is impossible for people raising children to assume all the travel and long hours required to excel in academe, then universities and scholars must change their expectations.

The second section of the book grapples with the "wave" metaphor frequently invoked to capture feminism's generations. In eight chapters that range from broad theorizing to considerations of such specifics as pedagogical deployments of Wollstonecraft's *A Vindication of the Rights of Woman*, this section examines the notion that feminism can or should be historicized in terms of waves.

The real standouts of this section are Heather Murray's "The Way They Stayed," which uncovers the fascinating history of the University of Toronto's United Alumnae Association; Isobel Grundy's warm, witty and wise "Mentoring," and Ann Wilson's "Knitters and Night Cleaners." In the last of these, Wilson recounts two instances in which she and colleagues unintentionally overlooked less powerful women at the university — graduate students and cleaning staff. As I read this chapter, I recognized my own similar overlooking, and it made me cringe. Many scholars would do well to read it and cringe too.

The final section, "Activism," gathers four contributions concerned with applying feminist values in the university and in the broader community. This section contains discussions of some of the most important topics in the volume: (counter-) memorializing the victims of violence, the disappeared First Nations women of Vancouver's Downtown Eastside, and the protracted legal battle (still painfully remembered by many Canadian feminists and trans-folk) over whether women's shelters ought to employ transsexuals. However, in part because this section is so short, and because there is so little discussion of acad-

See NOT DROWNING BUT WAVING Page A5

IN REVIEW

Leadership under Fire
The Challenging Role of the Canadian University President

Ross H. Paul. Montreal, QC & Kingston, ON: McGill-Queen's University Press, 2011; 352 pp; ISBN: 978-0-77353-887-0, cloth $49.95 CAD.

Reviewed by MICHAEL STEVENSON

THIS book deals with important questions of conflict and change in universities and the success or failure of a university president's response to such pressures. It is written by an authority who has been the academic vice-president at two universities before serving as president at two others. It relies on in-depth interviews with 11 other Canadian university presidents who "have really made a difference," and on an analysis of the most recent presidential appointments at 47 of this country's longer established universities.

Published by one of our leading academic publishers, its importance will extend beyond its intrinsic merits by virtue of its funding and adoption by the Association of Universities and Colleges of Canada for use in professional development seminars for new university presidents. So, this is a book that will interest those who aspire to lead our institutions, those entrusted with the search for new presidents, and those who seek to understand or assess the leaders they get.

I have known the author during my own 20 years in positions of university leadership. I have admired his breadth and length of service, and especially his ability to write two scholarly books out of that experience. I have also known and admired most of the 11 university presidents on whom he relies as informants. So, any criticism in what follows may be attributed to ego sensitivity or professional jealousy.

Paul's account of the changes and underlying tensions in Canadian university life touches all the obvious but vitally important issues: the pressure for growth and accessibility coupled to declining real per capita grant funding for enrolment; the anonymity, bureaucratization and managerialism that size, complexity and unsustainable financing entail; and the increasingly instrumental interests of government and business in the university's contribution to labour supply and the pressures of external and internal stakeholders for transparency and accountability in the uses of public money. Add to these: the tensions around academic freedom produced by the increasing social diversity of the academic community and by the increasing corporatization of the university; the undermining of collegial relations and the souring of labour relations in such an environment; the never-ending demand for and cost of new technologies; the demands for institutional differentiation, internal structural adjustment and retrenchment; and the pressures to increase tuition fees, research overheads and external fundraising and the increasingly competitive environment for such funding.

While Paul leaves little out, his readers will likely long for more detailed treatment and analysis of many of these issues. His account of contentious matters is bland and sketchy, without any wider political context, historical depth or illustration. There is little here of the blood and guts promised in the military metaphor of the title.

Surprisingly, for example, on labour relations there is no reference to Rae Days, which must have figured in Paul's long experience in Ontario, or to highly interventionist management of academic labour relations in other provinces, or to any of the serious academic strikes in recent Canadian experience. On the fiscal pressures and retrenchment which have been such a depressing part of that experience across this country, he gives no details of the momentous impact of the Harris cuts in Ontario (apart from passing reference to Education Minister John Snobelin's enthusiasm for management by crisis), or of related developments elsewhere.

Elliptical references to events at Memorial and Concordia universities hardly do justice to the pressures on institutional autonomy and academic freedom, and Paul shows no interest in related questions about the commercialization of research.

See LEADERSHIP UNDER FIRE Page A6